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ABSTRACT

This report and associated materials describe a project to develop and deliver a self-directed transition planning curriculum for high school students with and without disabilities. The NEXT S.T.E.P. (Student Transition & Educational Planning) curriculum was field tested with 300 teachers and 5,000 students in several states. Activities and achievements are reported for each of the project's four goals: (1) provide instruction on self-directed transition planning within inclusive settings designed by collaborative teams of general and special education teachers, parents, and students; (2) evaluate the immediate and long-term impact of the curriculum and instructional strategy; (3) document the critical factors that enhance the sustainability of the curriculum and instructional program with a User's Guide; and (4) disseminate the New York State User's Guide and information on student outcomes. Twenty-six appendices provide agendas, questionnaires, interview tools, lists of materials, and outreach materials. Also included is the User's Guide with sections on student benefits of transition planning, inclusive classrooms, collaborative planning and teaching relationships, and connections to standards and school reform. Information on a CD-ROM and a computer diskette complete the package. (DB)

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Laying a Foundation for the Future: High School Students in Transition

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Laying a Foundation for the Future: High School Students in Transition
Project Summary

The purpose of this outreach project was to address the transition planning needs of high school students with and without disabilities. The project focused on delivering a self-directed transition planning curriculum within inclusive settings involving collaborative instruction. The NEXT S.T.E.P. curriculum, which was utilized in this project, had been field tested with the help of 300 teachers and 5000 students and their families in several states throughout the country. The curriculum contained features that made it a useful tool within inclusive and collaborative settings, however, this option for implementation was not yet widely practiced and thoroughly evaluated.

Through collaboration between project staff in New York State and at the University of Oregon, the outreach and evaluation activities were conducted in both urban and rural sites in New York. The following four goals structured this project:

1. Provide instruction on self-directed transition planning within inclusive settings designed by collaborative teams consisting of general and special education teachers, parents and students,
2. Evaluate the immediate and long-term impact of the curriculum and instructional strategy,
3. Document the critical factors that enhance the sustainability of the curriculum and instructional program with a User Guide designed for teachers, administrators, parents, and students, and
4. Disseminate the User Guide and information on student outcomes in a comprehensive and effective manner to users throughout the country.

The outreach model was implemented at ten sites during the first implementation year and nine sites the second implementation year. A site instructional team consisted of two teachers (typically a special education teacher and a general education teacher), and one or more of the following: a parent, a student leader, and a school administrator or other support staff.

During the third year, project staff developed a User Guide to assist future instructional teams. This User Guide was disseminated as part of a train-the-trainer event in New York State and as part of a series of dissemination training events that occurred during the third and extension year of the project. Over the course of the dissemination training, nearly 500 people across New York State received instruction on the project model. Additional dissemination of the project model occurred through the development of two websites, and presentation of project findings at a national conference and within a national practitioner organization's newsletter.

Project Accomplishments

Goal 1: ***Provide instruction on self-directed transition planning within inclusive settings designed by collaborative teams consisting of general and special education teachers, parents and students.***

A. Site Managers

At the beginning of the first project year, two New York site managers were trained on the project and evaluation procedures. The site managers were oriented on the model components of collaboration and inclusion, the NEXT S.T.E.P. curriculum, and data collection instruments and procedures. In addition to the initial training received by both site managers, on-going technical assistance occurred during the first year via monthly conference calls between New York and Oregon project staff. Conference call technical assistance included the following topics: a) procedures for site visits, b) data collection, and c) teacher fidelity of curriculum instruction.

At the end of the first project year, a staff retreat occurred in Oregon. Retreat participants included the following staff: two project co-directors, two research assistants, the Cornell University project coordinator, the New York City transition director, the director of the Stueben-Allegheny BOCES, and two site managers. The focus of this retreat was to review year one outcomes and develop plans for year two implementation, data collection, and evaluation procedures. One outcome of the retreat was the decision to consult with a curriculum development specialist in New York to understand the possible connections between the NEXT S.T.E.P. curriculum and the New York State Learning Standards (NYLS). A plan was developed to create a mapping between the purposes and outcomes of NEXT S.T.E.P. and NYLS.

As part of the retreat process, site managers had identified several research-related logistical issues that appeared to detract from the sites' ability to focus on model implementation. These issues were addressed through the development of revised data collection, technical assistance, and evaluation procedures. For instance, several data collection forms were redesigned in order to reduce the paperwork burden on teachers and site managers. One example of the new streamlined approach to data collection was that teachers would document information about each student's progress in the class on an end-of-year questionnaire about each student. In the previous year, teachers had to complete three separate forms per student. (See Appendices B and L.)

At the beginning of the second project year, site managers received training on the new data collection forms via a conference call with Oregon project staff. Ongoing monthly conference calls with Oregon project staff continued throughout the second project year. The ongoing calls included the following technical assistance topics: a) procedures for site visits, b) data collection, and c) teacher fidelity of curriculum instruction.

B. Participants

Since teams from the first project year only implemented the curriculum during one semester, teams were encouraged to continue implementation during the second project year. This allowed project staff to re-focus technical assistance efforts and collect data on the sustainability of the collaborative model. Table 1 shows the project demonstration sites and their respective community setting across both implementation years.

Table 1. Demonstration sites

School	Community Setting	Year 1 Site 1998-1999	Year 2 Site 1999-2000
Alfred-Almond High School	Rural	X	X
Arkport High School	Rural	X	X
Aviation High School	Urban	X	X
Bronx Leadership Academy[1]	Urban	X	
Canisteo High School	Rural	X	X
Coalition School for Social Change	Urban	X	X
Hornell High School	Rural	X	X
New Dorp High School	Urban	X	X
Transit Tech Vocational School	Urban	X	X
Vanguard High School	Urban	X	X

[1] Due to scheduling conflicts during the first project year, this site was not able to teach the curriculum in an inclusive classroom. The site was dropped from this study during the second project year but was still being studied as part of a different grant project.

C. Training

At the beginning of the first project year, general and special education teachers, administrators, parents, students and other school support staff from each of the sites attended orientation training in Albany, New York. The training agenda focused on implementation of the model components of collaboration and inclusion, implementation of the NEXT S.T.E.P. curriculum, and development of a site implementation plan. (See Appendix A.) During the first project year, site managers met with each team individually to provide technical assistance on curriculum and instructional strategies.

At the beginning of the second project year, representatives from the above mentioned sites received individual training conducted by site managers. This was done to personalize training to better meet the unique needs of each site. As part of the second year training, site managers focused on the new data collection forms and procedures that had been developed as an outcome of the staff retreat.

During the second project year, site managers continued meeting with teams individually or in small groups to provide technical assistance on curriculum and instructional strategies. In rural New York, the site manager conducted monthly meetings with all teams. This group setting was an opportunity for team members to learn from other teams. In addition, the site manager conducted phone and in-person technical assistance with individuals as needed. In New York City, the site manager provided technical assistance to individual teams through phone and in-person contact.

D. Development of Evaluation Tools

For the first project year, project staff at the University of Oregon developed several evaluation tools including: a) site evaluation forms, b) procedures for site managers to record site visit observations, c) student outcome questionnaires completed by teachers about each student and by each student about him/herself, d) focus group protocols covering the areas of inclusion, collaboration, and connecting the model to learning standards, and e) a teacher phone interview covering inclusion, collaboration and the influence of school reforms and standards on model implementation. Evaluation tools addressed the broad research questions of how the collaboration process worked and how the model implementation worked during the first project year. (See Appendices B-H.)

As previously mentioned, based on feedback from sites and site managers during the first project year, we revised our data collection process for the second project year. As a result, the following items were developed for use in year two data collection: a) streamlined site evaluation forms, b) procedures for site managers to record site visit observations, c) pre- and post-implementation questionnaires to be completed by each student, d) post-implementation questionnaires to be completed by teachers about each student, and e) a separate end-of-year phone interview tool for use with teachers, parent team members, and student leaders. (See Appendices I-Q.)

Goal 2: Evaluate the immediate and long-term impact of the curriculum and instructional strategy.

A. Evaluating Instructional Strategy

Data Collection Process

During the first project year, project staff followed the progress of each site through the use of various data collection activities. Teachers documented school and student data on various site evaluation forms. In order to document general inclusion and collaboration data, site managers tracked site observations through the use of case notes. At the end of the first project year, student outcome data was collected through the use of post-implementation questionnaires that targeted students' and teachers' feedback. Each student completed a questionnaire about his/her experiences in the class. In addition, teachers completed a questionnaire about their observations of each student's progress in the class. (See Appendices B-F.) All data collected was entered into a database maintained by University of Oregon project staff. This data was analyzed both within and across sites.

At the end of the first project year, New York and Oregon project staff conducted focus groups in order to obtain feedback on the barriers and successes encountered by teams related to the topics of inclusion, collaboration, and connecting the model to learning standards. Focus groups consisted of educators, parents, and student team members. Focus groups were held in New York City and in Alfred, New York in order to be easily accessible to all sites. Finally, after the focus groups, Oregon project staff conducted follow-up phone interviews with educators to gather more detailed information about inclusion, collaboration, administrative support, and the potential connections between the model and New York State Learning Standards (NYLS). (See Appendices G-H.) All focus group and phone interview communications were audio recorded and transcribed.

During the second project year, project staff followed the progress of each site through the use a variety of data collection activities. Teachers documented school and student data on various site evaluation forms. General inclusion and collaboration data was tracked via site manager case notes related to site visit observations. In the second project year, student outcome data was collected through the use of a pre- and post-implementation questionnaire that each student completed about him/herself. Student outcome data was also collected through a post-implementation questionnaire that teachers completed about each student. (See Appendices M-N.) All data collected through the processes described above was entered into a database maintained by University of Oregon project staff. This data was analyzed both within and across sites.

At the end of the second project year, project staff conducted in-depth phone interviews with individual team members at each site. A separate interview was conducted with each of the following team members in each site: general education teacher, special education teacher, parent, and student leader. These phone interviews focused on barriers and successes encountered by teams in the areas of inclusion, collaboration, administrative support, and potential connections between the model and NYLS. (See Appendices O-Q.) All phone interviews were audio recorded and transcribed.

During the third project year, project staff conducted phone interviews with teachers from both year one and year two implementation sites. The purpose of these interviews was to identify factors that either supported or detracted from the sustained use of the project model. The interview questions focused on the potential influences of student needs, administrative support, planning time, connections to school reform efforts, and other issues relating to inclusion and collaboration on continued use of the model. (See Appendix R.)

Outcomes of Model Implementation

As an outcome of the first and second year data collection efforts, project staff identified a series of implementation issues that related to the inclusion and collaboration features of the project model. The implementation issues were identified via a review of the data collected. Data were entered into a database. The data from the interviews and focus groups were coded based on whether the information related to issues of inclusion or collaboration. After the initial coding, the data were organized into a site by model component table. For example, a cross-site table was organized around collaboration issues of co-teaching, planning time, and team leadership structure. All staff at the University of Oregon examined the tables across sites and developed critical themes that emerged. All staff met together and reached consensus on the main themes that emerged within each model component. In addition to identifying critical implementation issues, the data review process yielded proposed solutions based on what worked and did not work at the year one and year two implementation sites. Table 2 summarizes the implementation issues and proposed solutions identified via the first and second year data collection efforts.

Table 2. Outcomes of Implementation

Model Component	Implementation Issues	Proposed Solutions
Working in inclusive classrooms	Selecting a class based on class content issues	• It is important to make meaningful connections between NEXT S.T.E.P. and the purpose and activities of other content being taught in the class. • Instructor planning is critical to coordinate NEXT S.T.E.P. with other content in the class.
	Understanding the influence of general student characteristics	• Work with classes in which students are of similar age and grade level. • Create an inclusive class in which all students are part of the class on a full-time basis.
	Addressing the needs of students with different ability levels	• Embellish lessons for those students who are moving more quickly than others. • Structure the activities in cooperative working groups to require active participation of all group members. • Structure groups so members are working toward a common goal. • Structure groups to reflect student personalities and skills so as to facilitate participation of all group members. • Build trust among the students in the classroom before attempting to use peer tutoring strategies. • Peer tutoring does not have to be one-sided. Develop activities and student pairings so that both can benefit from the interaction.
	Addressing the needs of students with different interests	• Focus on the goal areas that interest your students. • Select activities that reflect student interests in an area.

Model Component	Implementation Issues	Proposed Solutions
Working as a collaborative team	Addressing team building issues	• Ensure that collaboration benefits each team member. • Establish a climate of mutual respect among team members. • Involve parent and student members.
	Selecting a team leadership structure	• Team with leaders function more effectively than teams without leaders. • A "take charge" leadership approach works well when one collaborator has more experience and/or a stronger mandate to teach NEXT S.T.E.P. than the other collaborator. • A "facilitative" leadership approach works well when team members have somewhat equal experience and/or mandate to teach NEXT S.T.E.P.
	Addressing team planning and evaluation needs	• Use planning and evaluation time to examine specific activities in each lesson in terms of appropriateness for all students in the class and make modifications in the activities when necessary. • Use planning and evaluation time to insure that some type of "capstone" event is offered toward the end of the class. • Discuss and examine specific responsibilities as collaborators, focusing on the lesson just completed and on the upcoming lesson.
	Understanding general co-teaching issues	• Chose one lead teacher for NEXT S.T.E.P. instruction when the lead teacher has more experience than the collaborating instructor teaching the curriculum or similar content and is more interested in assuming a leadership role as an instructor of NEXT S.T.E.P. • Chose two instructors alternating or sharing responsibility for NEXT S.T.E.P. when both teachers have somewhat equal experience in teaching the curriculum or similar content and equal interest in assuming a role as an instructor of NEXT S.T.E.P. • Reflect on the specific benefits to students that result from co-teaching NEXT S.T.E.P., since these benefits provide a powerful incentive for teachers to engage in co-teaching.

Outcomes of Sustainability of the Model

During the third project year, the sustainability phone interviews were transcribed and examined around each potential influence on sustainability of the model. Although sites identified a strong student need for continuing the model, each site had a particular barrier that prevented continuation of the full model at the time the phone interviews were conducted. A summary of the sustainability phone interview results is shown in table 3.

Table 3. Barriers to sustainability at demonstration sites

School	Reported Barrier to Sustainability
Alfred-Almond High School	Teachers no longer at this school. Project materials were given to new teachers, but no implementation.
Arkport High School	Teacher reported decision to discontinue because of perception that the curriculum did not meet the needs of Seniors.
Aviation High School	Teacher reported decision to discontinue because of importance of preparing students for Regents testing and perception that project conflicted with time demands.
Canisteo High School	Teachers no longer at this school. No report of sustained use.
Coalition School for Social Change	Teachers no longer at this school. No report of sustained use.
Hornell High School	Special education teacher continues using the curriculum. However, lack of planning time (collaboration) reported as barrier to sustained implementation of project model.
New Dorp High School	Due to schedule changes, the primary collaborator (Guidance Counselor) is no longer able to work in classroom settings.
Transit Tech Vocational School	Special education teacher continues using the curriculum. However, lack of administrative support and schedule changes reported as barriers to sustained implementation of project model.
Vanguard High School	Project model implementation discontinued at this site since the internship class was cancelled. One of the primary collaborators is implementing the project model in her new role at another school.

From table 3, the main theme that emerged was that although there was a team, one teacher had been particularly influential in starting and keeping the model going. When that teacher left the school or could no longer implement the model due to a variety of conflicts, no one at the school assumed leadership for continuation of the model. Three teachers continued the curriculum within a special education classroom or at another site but due to conflicts with scheduling or planning time the inclusion/collaboration model components were not sustained. Although many sites did not continue the model, they shared their insights regarding conditions and necessary support required for continued use at their school.

According to the teachers that we interviewed, administrative support was a critical factor that could improve sustainability of the model. First, teachers reported that administrative support was often influential in determining the student and class content combinations in which teachers could implement the model. In practical terms, administrators often made the decisions about which classes were inclusive and which teachers were assigned to those classes. Second, even if a pair of teachers had access to an inclusive class of students, some level of common planning time was cited as being important to successful implementation. Teachers suggested that administrators could support the model by scheduling the collaborating teachers to have common planning periods or, at the very least, common lunch periods.

Teachers also reported that sustainability of the model could be improved if the model and related curriculum materials could be shown as tool to help teachers address the content areas of the class as well as the NYLS addressed within the class content. Several teachers reported that they or their administrators perceived that the time required to implement the model competed with the time needed to address NYLS. It is interesting to note that at the time these interviews took place, project staff were developing tools to assist teachers and administrators in making meaningful connections between the NEXT S.T.E.P. curriculum and content of the NYLS.

B. Measuring Student Outcomes

In the first year of the project we designed an instrument for teachers and students to measure student outcomes of the NEXT S.T.E.P. program. This outcome measure was retrospective. (See Appendices E-F.) Upon analysis of these data we found non-intuitive results. For example, students reported declines in feeling confident about making their own decisions or feeling in control of their future. In addition, there were ceiling effects and several outcome questions. It may be that the retrospective instrument was not sensitive enough and students were not able to differentiate between how they felt at the beginning versus the end of the year. When the only measure was after program implementation.

We did examine whether or not differences emerged for several demographic variables including: sites that were urban versus rural, the degree to which there was a mixture of grades in classes, and for students with disabilities versus students without disabilities. No differences were found between groups on outcome variables.

Taking the first year results into consideration, the second year we developed a new set of instruments including separate pre- and post-tests for students and a new post test for teachers (See Appendices J-L.) We still found the instrument less sensitive than we hoped. We found a number of questions where ceiling effects were still evident pertaining to self-direction between pre- and post measures. We examined the data for any group differences on gender, disability, ethnicity, age, and urban versus rural. No group differences emerged.

Because the results were difficult to interpret, we then attempted to classify sites into "above average implementation" and "below average implementation" sites on several features including: collaboration practices, inclusion practices, the number of lessons the teachers were able to complete in the program, and the consistency with which they taught the lessons. Interestingly, we found no differences on any outcome measure between the "above average implementation" and "below average implementation" sites.

First we summarize the demographics on samples for year one and year two student groups. Secondly, we summarize our findings based on year two student information.

Student Demographics

Disability – The typical rate of students with disabilities in inclusive general education classes has historically been between 25% - 30%. This is what we tried to achieve when we recruited our sites. However the first year ended up with far more students with disabilities than the average. There were several sites that had more students with disabilities than without disabilities, with several sites ranging from 67% to 92% of the classroom constitution. These were in high schools where inclusive classrooms were not typical. For the purpose of the project, teachers were struggling to "create" inclusive classes in these environments. Most of these students were learning disabled. In the second year the averages were much closer to what would be expected, with 32% of students having disabilities.

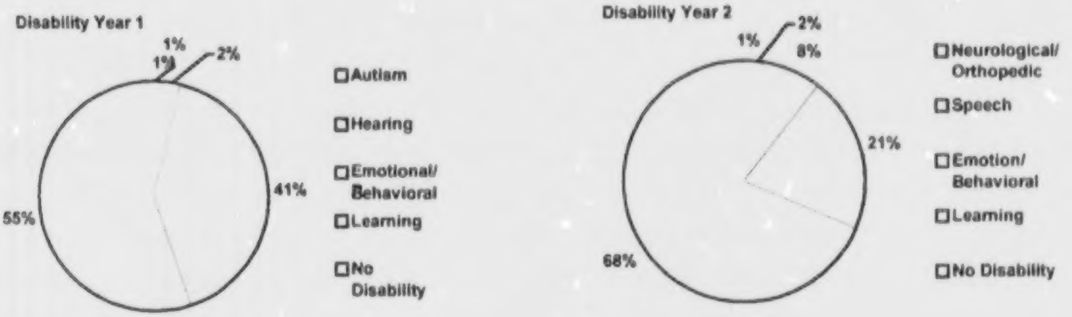

Figure 1. Distribution of students with disabilities and students without disabilities for year 1 and year 2

Ethnicity – There was much diversity within and across our sites. Figure 2 displays the distribution of ethnicity from implementation years one and two of the project. A little more than half of the students were Caucasian, followed by African American or Hispanic students depending on the year.

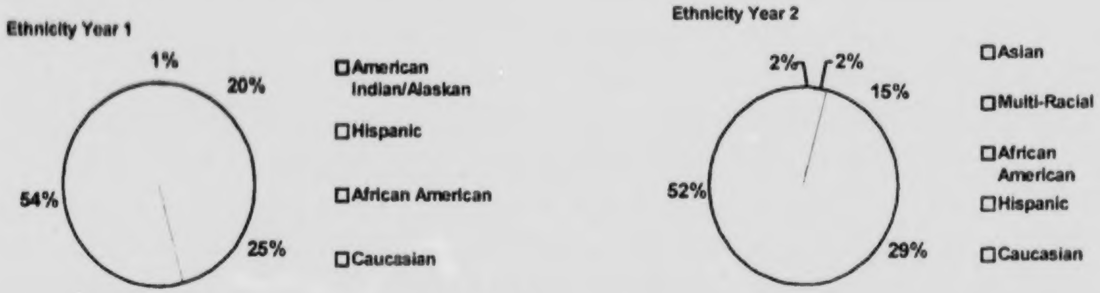

Figure 2. Distribution of ethnicity for year 1 and year 2

Age – In both years there was a good distribution of younger and older students represented across the sites.

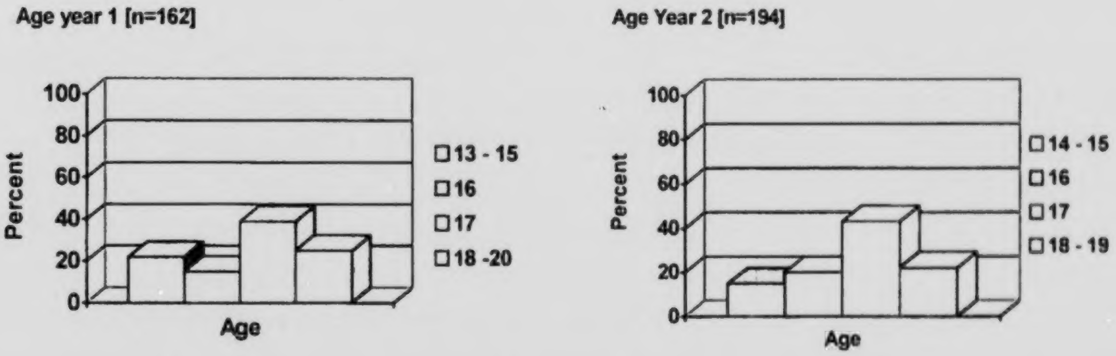

Figure 3. Distribution of age for year 1 and year 2

Gender – The percentage of males and females was the same with 56% males participating and 46% females across the two years.

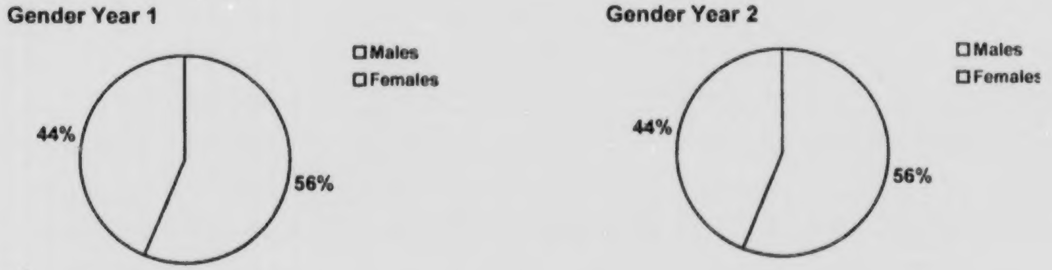

Figure 4. Distribution of males and females for year 1 and year 2

Urban versus Rural – There was a larger percentage of students from rural than urban settings in year one. In year two, students from urban versus rural settings were approximately equal. Urban settings represented students from sites in Manhattan, Queens, and the Bronx in New York City.

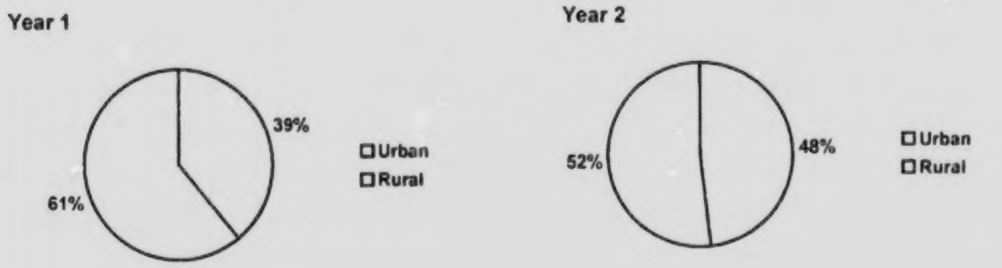

Figure 5. Distribution of rural and urban settings for year 1 and year 2

Student Outcomes

Interesting student outcomes based on our year two data emerged. We found that there were differences across several variables depending on whether students developed, worked on, or completed one or more goals.

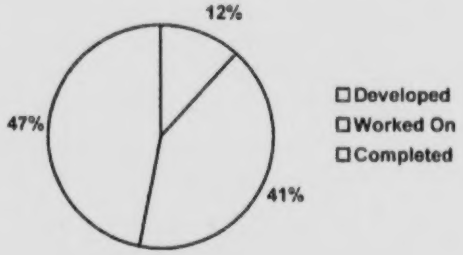

Figure 6. Distribution of students in each of three groups depending on whether they were students who developed, worked on, or completed one or more goals

These results held regardless of disability, ethnicity, age, gender, rural versus urban settings, and standards of implementation. The following variables were examined in relationship to the degree of goal attainment on one or more goals:

- The degree to which students asked for help to achieve their goals.
- The degree to which students felt in control, confident about and wanted to take charge of important decisions about their lives, and
- The degree to which students found NEXT S.T.E.P. helpful in learning how to plan for their future.

Students who asked for help to achieve goals

There are many opportunities within the curriculum for teachers and parents/advocates to provide active support to students as they learn how to do self-directed transition planning. Although students are learning ever increasing responsibility for their future, this does not preclude the need for support from important people in their lives. An integral component of the NEXT S.T.E.P. curriculum is for students to formally identify people who can help them achieve their goals. In order for this to be effective, students need to advocate for the help they need. We ask students how much they asked for help from others to achieve their goals.

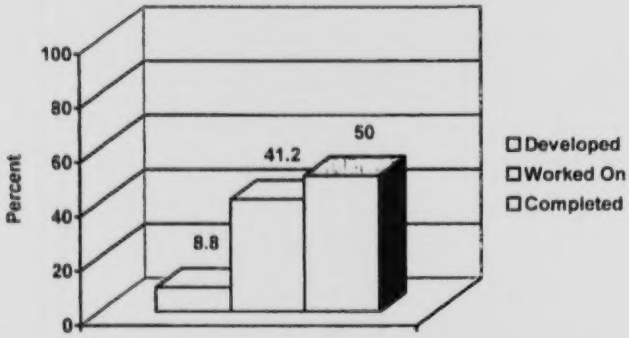

Figure 7. Distribution of students who asked for help while developing, working on or completing goals

It is evident from figure 7, that students who worked on completing a goal or worked on a goal, were much more likely to indicate that they asked for help compared to the other two groups. One can speculate that asking for help from key stakeholders may facilitate working on and completing goals.

Students who felt in control, confident about, and wanted to take charge of important decisions about their future

As students go through the curriculum lessons, they do self-exploration activities. Students then use this information to make informed choices about goal selection and the steps they need to take to achieve goals. An intended outcome of the curriculum is that students learn a process of planning that they can use throughout their lives. At the heart of this process is that students learn to take ever increasing responsibility for their future. We asked students how they felt about taking charge of important decisions in their future.

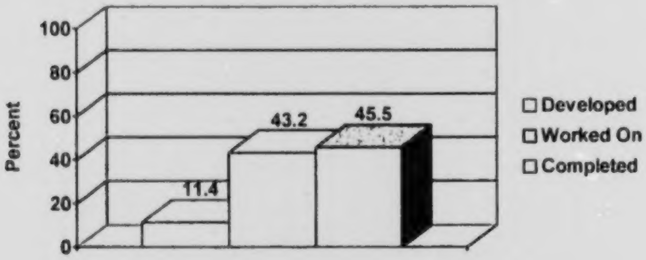

Figure 8. Percentage of students who felt in control, confident about, and wanted to take charge of important decisions in their future

Figure 8 shows the percentage of students who indicated that they felt in control, confident about, and wanted to take charge of important decisions about the future across the three groups. A higher percentage of students who worked on or completed goals had more of a "take charge" attitude than students who were only able to develop a plan.

Students who perceived NEXT S.T.E.P. helped them learn about their future

We asked students how helpful they thought NEXT S.T.E.P. lessons and activities were in helping them to learn how to plan for their future. Not surprisingly, Figure 9 indicates students who worked on or completed goals perceived the most benefit from participating in NEXT S.T.E.P.

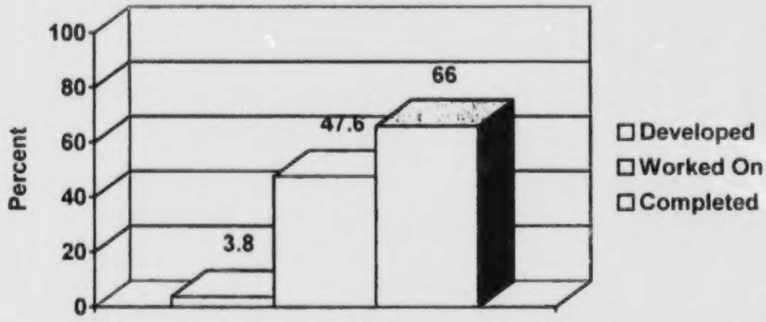

Figure 9. Percentage of students who perceived NEXT S.T.E.P. helped them learn how to plan for their future

Summary of Findings

Based on student responses to questionnaires the second year, some consistent findings emerged. Students who completed or worked on one or more goals most frequently indicated that they asked for help to achieve their goals, developed a "take charge" attitude about making decisions regarding their future, and perceived that NEXT S.T.E.P. helped them learn how to prepare for the future. It seems that for the program to work, it is vital that students experience progress toward goal completion. Setting a goal is only the first step toward goal completion. Students also need to gain experience implementing their plans, making adjustments along the way, and accomplishing their goal.

In order for this to be accomplished, adequate time for students to work on or complete goals is necessary. With a program like Next S.T.E.P., teaching fidelity and time are always issues. There are many other requirements teachers must contend with aside from NEXT S.T.E.P. instruction. Many of our teachers reported that it was difficult to integrate NEXT S.T.E.P. into their existing class content. An example would be teachers in an English class trying to integrate NEXT S.T.E.P. with other reading or writing content of their class. Most of our teachers also reported having to stop teaching NEXT S.T.E.P. at certain times of the year to complete other requirements or prepare their students for the Regent

Examinations. Teachers often reported not being able to get through the entire curriculum in the time allotted.

Recommendations from the findings:

- Encourage students to ask for help to achieve their goals.
- Ensure students complete one or more goals before the end of class.
- Plan and conduct a culminating or capstone event toward the end of the class at which students can share their accomplishments.
- Plan ahead to adequately infuse NEXT S.T.E.P. into the general curriculum to ensure NEXT S.T.E.P. is taught with continuity and can be finished in the time allotted.
- Curriculum-based outcome instruments should be designed so they can be completed throughout the curriculum.
- Increased use of qualitative interviewing strategies.

Goal 3: Document the critical factors that enhance the sustainability of the curriculum and instructional program with a set of User Guides designed for teachers, administrators, parents, and students.

As a result of the finding from year one and two implementation efforts, project staff recognized that a teacher's ability to link the NEXT S.T.E.P. curriculum to the existing NYLS significantly impacted whether or not teachers and administrators were able to justify the sustained use of the project model. Project staff, in conjunction with a curriculum specialist from New York State, created a mapping of the NEXT S.T.E.P. curriculum lessons and activities to each of the following NYLS: Arts, Career Development and Occupational Studies (CDOS), English Language Arts (ELA), and Health. (See Appendix S.) This mapping tool was then integrated into the User Guide described below.

During the second and third project year, a User Guide was developed to help collaborative teams of teachers, administrators, parents and students successfully implement self-directed transition planning in inclusive classrooms. The first version of the User Guide was distributed in hard copy format. This version was primarily utilized as a resource tool for participants of the train-the-trainer event that occurred at the beginning of the third project year. The hard copy version of the User Guide was then distributed by the trainees as they conducted local training and technical assistance throughout the third and extension years of the project.

Additional materials were developed for dissemination of the model. In preparation for the train-the-trainer event, project staff at Cornell University created a CD training resource that would supplement the hard copy User Guide. This CD included a PowerPoint training presentation with interspersed video segments depicting interviews with teachers and students from various project sites. The CD was used as part of the train-the-trainer event and also as part of the dissemination training events to be described under Goal 4. In addition to the CD, trainees received a floppy disk containing an agenda and participant materials. (See Appendix T for a copy of the training agenda and resource materials developed for use by trainees. The floppy disk and CD resources are on file with a previous project update report.)

As a component of the resources available for all interested teachers, parents, and students, Cornell University staff also created a website depicting the project model. This website was developed during the third project year. (See Appendix U for a hard copy sample of the website. In addition, the website can be viewed at www.ilr.cornell.edu/ped/tsal/next.html.) The New York User Guide was incorporated within this site as a 'pdf' file that can be downloaded by interested audiences.

During the project's extension year, project staff in Oregon revised the User Guide in an effort to address a national audience. When developing the national User Guide, project staff incorporated lessons learned from all interviews completed during the first and second project years. The national User Guide maintained the original guide's focus on the model themes of collaboration, inclusion, and student benefits. In addition, the national User Guide included lessons learned in the areas of improving sustainability of the project model and developing connections between NEXT S.T.E.P. and learning standards.

During the process of creating the national User Guide, project staff decided to publish the revised User Guide in an electronic format to be more readily accessible to potential users. As the extension year came to a close, project staff completed text revision and developed a draft website map and outline. (See Appendix V.) The website will be completed by May 2003.

Table 4 shows a summary of the dissemination materials that were developed as an outcome of the project along with their intended audience.

Table 4. Dissemination materials

Dissemination Material	Format	Intended Audience
New York User Guide	1. Hard Copy 2. pdf file download from New York website	Teachers, Administrators, Parents, and Students in New York State
Power Point and Video Presentation	CD	Educators participating in the train-the-trainer event and other trainers
Presentation Outline and Participant Worksheets	Floppy disk	Educators participating in the train-the-trainer event and other trainers
New York Project Website (hosted by Cornell University)	Website	Teachers, Administrators, Parents, and Students in New York State
National User Guide	Website (hosted by University of Oregon)	Teachers, Administrators, Parents, and Students across the country

Goal 4: Disseminate the User Guide and information on student outcomes in a comprehensive and effective manner to users throughout the country.

At the beginning of year three, 20 individuals attended the train-the-trainer event. These individuals represented transition staff and educators from regions across the state. These individuals were invited to participate in the training because of their existing role of providing training and technical assistance on a variety of educational issues to the schools within their service area. Participants were trained on the NEXT S.T.E.P. curriculum, and project model components of inclusion and collaboration. In addition, participants received the User Guide and the CD Power Point presentation materials and an electronic copy of the training materials. As part of the training, each participant developed an action plan identifying their plans to train school personnel in their local area. (See Appendices T-U.)

During the project's third and extension year, the train-the-trainer participants went on to coordinate a total of fifteen dissemination training events that occurred at various locations throughout the state. Again, the dissemination training participants received instruction on the NEXT S.T.E.P. curriculum and the project model components of inclusion and collaboration. Each participant received a copy of the User Guide. Table 5 provides an overview of training participant demographics. A complete table of dissemination training events is shown in Appendix W.

Table 5. Dissemination trainees by role

Trainee Role / Title	Number of Trainees
Administrators	43
General Educators	62
Guidance Counselors	40
Special Educators	175
Transition Specialists	95
Other (includes school staff, parents and community service providers)	60
TOTAL	*475*

Of the group attending the dissemination training, schools / districts indicating a desire to implement the model were identified for future contact. In order to understand the success of the project dissemination efforts, project staff conducted phone interviews with 32 individuals representing all sites that had developed model implementation plans. (See Appendix X.) The interview was conducted at the end of the extension year. Six individuals reported implementation of the project model during the project's extension year. One of these individuals was implementing the model at four different alternative education sites. One additional person reported plans to implement the model during the following year. Of the group that had not implemented the model, five respondents indicated that although they had not been able to implement the model they had adopted some use of the curriculum within special education classes.

Among the individuals reporting barriers to model implementation, four respondents indicated that another individual at their school had attended the training but then left the school due to retirement or job changes and the project training materials had not been passed along to another teacher at that school. Five respondents indicated that the model did not fit the needs of their students. Other respondents indicated a lack of planning time, scheduling conflict, or a lack of administrative support as the barrier to implementing the project model. It is interesting to note that one respondent who served in a supervisory capacity over five schools indicated that she had not shared information about the model with her teachers because she thought the model would conflict with the teachers' need to focus instructional time on preparing students for the high-stakes New York Regents testing.

Finally, two major national dissemination events occurred during the extension project year. First, project staff presented a workshop on the adoption of a self-directed transition planning in inclusive classrooms at the 2001 DCDT Conference in Denver, Colorado. (See Appendix Y.) The second major national dissemination event occurred when a follow-up article about the workshop presentation was published in the Winter 2002 issue of the DCDT newsletter. (See Appendix Z.)

Appendices

A. Year One Training Agenda
B. Year One Team Planning / Data Collection Forms (1-5)
C. Year One Student Demographics Form
D. Questions from Site Manager Observations
E. Student Post-curriculum Questionnaire
F. Teacher Post-curriculum Questionnaire
G. Focus Group Questions
H. Teacher Interview Tool (Reforms / Standards)
I. Year Two Student Demographics Form
J. Student Pre-curriculum Questionnaire
K. Student Post-curriculum Questionnaire
L. Teacher Post-curriculum Questionnaire
M. Year Two Site and Student Evaluation Forms
N. Site Manager Evaluation / Technical Assistance Questions
O. End of Year Interview Tool – Student Leaders
P. End of Year Interview Tool – Parents
Q. End of Year Interview Tool – Teachers
R. Sustainability Interview Tool
S. Mapping of NEXT S.T.E.P. curriculum to New York Learning Standards
T. Train-the-trainer Agenda and Materials
U. NEXT S.T.E.P. Website (currently hosted by Cornell University)
V. NEXT S.T.E.P. National User Guide Website (future site to be hosted by University of Oregon)
W. Dissemination Training List
X. Dissemination Interview Tool
Y. DCDT Workshop Materials
Z. DCDT Newsletter Article

A. Year One Training Agenda

Collaboration in Teaching Students How to do Self-Directed Transition Planning Using the *NEXT S.T.E.P.* Curriculum
Albany, NY December 3-4 1998

AGENDA

December 3rd

12:45-1:00	Registration, collect curriculum and workshop materials
1:00-1:05:	Introductions
1:05-1:10	Overview of Workshop and Workshop Goals
1:10-3:00:	Becoming more Familiar with NEXT S.T.E.P.
3:00-3:10:	**Break**
3:10-4:20:	Collaboration: What does it mean? How can it be done? Team Exercise
4:20-4:35:	Overview of Planning materials and Homework
4:35-8:00	Free time (dinner in on your own)
8:00-10:00	All teams Meet in Meeting Room at Hotel to complete Homework on Key Planning Issues **(No Host Bar and snacks!!)**

Collaboration in Teaching Students How to do Self-Directed Transition Planning Using the *NEXT S.T.E.P.* Curriculum
Albany, NY December 3-4 1998

AGENDA

December 4th

8:00-8:30:	Continental Breakfast
8:30-10:00:	Facilitated Team Debriefing around Key planning Issues from Homework Session
10:30-11:00:	Teams revise preliminary plans, if appropriate. Develop a schedule to meet with site managers, if not completed. Turn in Plan sheets.
11:00-11:10:	**Break**
11:10-11:30:	Discussion of evaluation component of this project
11:30-11:50:	Presentation of how this project fits with: Requirement of IEPs Pilot sites for occupational planning Educational Standards
11:50-12:10:	Wrap-up Set date for Spring focus group meetings Q & A Closing Statement
12:10-	Box Lunches (eat here or take with you)

B. Year One Team Planning / Data Collection Forms (1-5)

NEXT S.T.E.P. COLLABORATION PROJECT

Planning Form One
Parent/Advocate Orientation Meeting

Name of school: ____________________ Date: ______________

We will conduct parent orientations in the following ways (check all that apply):

- ___ An evening meeting
  Date: _______ Location: ________________ Time: _____
- ___ A day time meeting
  Date: _______ Location: ________________ Time: _____
- ___ Phone calls to parents to invite them to the meeting
- ___ Written notifications by mail to parents inviting them to the meetings
- ___ Written notifications to parents delivered by students inviting them to the meetings
- ___ Phone calls to parents describing the NEXT S.T.E.P. Program
- ___ Written descriptions of the NEXT S.T.E.P. Program sent by mail
- ___ Written descriptions of the NEXT S.T.E.P. Program delivered by students

Roles team members will play in parent orientation activities:

Regular education teacher: ______________________________

Special education teacher: ______________________________

Parent / Advocate: ______________________________

Student leader: ______________________________

_______ Other (specify): ______________________________

_______ Other (specify): ______________________________

What concerns / solutions has the team discussed regarding parent diversity and other challenges?

NEXT S.T.E.P. COLLABORATION PROJECT

Planning Form Two
Teach NEXT S.T.E.P. Lessons

Name of school: ______________________ Lesson being addressed: ___

Date: ______________

The lesson plan as presented in the curriculum was modified. ___ No ___ Yes

If yes, please describe how the lesson was modified related to implementation in an inclusive setting. How successful were the modifications? ______________

Team member roles in implementing this lesson

General education teacher: ______________________

Special education teacher: ______________________

Parent / Advocate: ______________________

Student leader: ______________________

Other (specify ___________): ______________________

Other (specify ___________): ______________________

NEXT S.T.E.P. COLLABORATION PROJECT

Planning Form Three

Transition Skills Inventory Logistics

Name of school: ______________________________ Date: ____________

Code number of participating student: ___________

Name of person who will fill out the teacher version: __________________________

Person who will fill out the parent version:

__ father __ mother __ other (please specify) ___________________

Method for securing parent version: __ completed during parent orientation

__ secured by mail __ phone interview

__ delivered and returned by student

__ other (please specify)

Outcome of securing parent version: __ successful

__ not successful (specify reason)

____

____

____

PF3 - TSI Logistics Rev. 2/9/99

NEXT S.T.E.P. COLLABORATION PROJECT

Planning Form Four

Transition Planning Meetings

Name of school: ______________________________ Date:____________

Code number of participating student: ________________

Date on which planning meeting occurred: ________________

Type of planning meeting:

☐ part of the student's IEP meeting
Team member responsible for organization of the meeting: ____________
List IEP meeting attendees and roles: ______________________________
____
____

☐ other form of individualized meeting with team members and family
Team member responsible for organization of the meeting: ____________
List meeting attendees and roles: __________________________________
____
____

☐ student presentation in class to other class members

☐ other (please specify) ____

☐ no meeting (please explain) _______________________________________

Location of meeting: ____________________________________

Length of meeting in minutes: ________________________________

NEXT S.T.E.P. COLLABORATION PROJECT

Planning Form Five
Implementing Transition Plans

Name of school: ______________________________ Date: __________

Code number of participating student: ________________

Goal being addressed by the student: ____
____

Activity being addressed by the student: _____________________________________
____

Assistance being provided to the student: __ No __ Yes

If yes, describe what ____________ (person) is doing to assist the student.
____
____
____

Date when student began working on this activity: __________________

Date when student finished working on this activity: __________________

Outcome when student finished working on this activity (check one):

___ Fully completed

___ Partially completed

___ Not completed at all

If not fully completed, please describe the reasons: _______________________
____
____

C. Year One Student Demographics Form

NEXT S.T.E.P. COLLABORATION PROJECT

Context Form Three
Student Demographics

Name of school: ______________________________ Date: __________

Student code: ______________ Date of birth: ___________

Gender: ___ female ___ male Grade level: ____________

Ethnicity:

- ___ American Indian or Alaskan Native
- ___ Black or African American
- ___ Hispanic or Latino/a
- ___ Native Hawaiian or Other Pacific Islander
- ___ Asian
- ___ Caucasian (not Hispanic)
- ___ Multiracial

Student's Disability Status: ___ disabled ___ non-disabled

Primary Disability:

- ___ ADD / ADHD
- ___ Autism
- ___ Emotional Disability / ED-BD
- ___ Health Impairment / Medically Fragile or At-risk
- ___ Hearing Impairment / Deafness
- ___ Learning Disability
- ___ Mental Retardation
- ___ Multiple Impairment (none primary)
- ___ Neurological Impairment
- ___ Orthopedic Impairment
- ___ Other ______________________________
- ___ Speech / Language Impairment
- ___ Suspected but Undiagnosed Disability
- ___ Traumatic Brain Injury
- ___ Vision Impairment / Blindness

Date on which student began NEXT S.T.E.P. instruction: ______________

Date on which student terminated NEXT S.T.E.P. instruction: ______________

Reason for termination:

- ___ instruction was finished
- ___ other (please specify) ________________________________

Date on which student returned to NEXT S.T.E.P. instruction: ______________

D. Questions from Site Manager Observations

Site Manager Evaluation of First Team Meeting

Name of School: ______________________ Date of First Meeting: __________

Name of team members in attendance:

Special Education Teacher ______________________________________

General Education Teacher ______________________________________

Parent / Advocate ______________________________________

Student ______________________________________

Other(s) ______________________________________

Check List Information

1. Check any of the following forms that you have already collected from the team:
   - a) ___ Team Member Roster
   - b) ___ Classroom Logistics Form
   - c) ___ Team Planning Schedule
   - d) ___ Meetings with Site Managers Form
   - e) ___ Student Demographic Forms for ___ of the ___ students in the class
   - f) ___ Parent/Advocate Orientation Meeting Form

2. Document decisions made concerning logistics of team planning meetings

a) Prepare the meeting agenda	Person responsible: ______________
b) Document decisions/write minutes	Person responsible: ______________
c) Other (specify) ______________	Person responsible: ______________
d) Other (specify) ______________	Person responsible: ______________
e) Other (specify) ______________	Person responsible: ______________
f) Other (specify) ______________	Person responsible: ______________

3. Check any decisions the team has made concerning when they will work together to develop lesson plans
   - a) Date for working on Lesson One: ______________
   - b) Date for working on Lesson Two: ______________
   - c) Date for working on Lesson Three: ______________

Your Impressions

Please write (or type if you can) your impressions and answers to the following questions.

1) Does the site have a full team in place (i.e., special and general education teachers, parent/advocate, and one or more student leader)? If not, why? What are your impressions about whether or not this site is committed to building a full team?

Site Manager Evaluation of First Team Meeting
Page Two

2) How well and openly do team members seem to communicate with one another?

3) Are the logistics adopted by this team for conducting planning meetings likely to succeed?

4) Does this team have a good plan for conducting parent/advocate orientation meetings?

5) Does this team have a good general plan for collaborating in the delivery of instruction?

6) Any other comments or concerns about this team?

E. Student Post-curriculum Questionnaire

Student Code:________________ Date:________________

Instructions: **Circle or mark the response that is closest to how you feel.**

1. How would you describe your participation during your transition planning meeting?

1 I led MOST or ALL parts of the meeting when my future plans were discussed.
2 I led SOME parts of the meeting when my future plans were discussed.
3 I led NO parts of the meeting when my future plans were discussed.
4 I didn't have a meeting to talk about my transition plans.

2. How satisfied are you with how your transition planning meeting went?

1 I am VERY satisfied
2 I am SOMEWHAT satisfied
3 I am NOT satisfied
4 I didn't have a meeting

3. Did you develop a plan that includes goals and activities in each of the four planning areas? Check Yes or No below:

a.	Personal Life	____Yes	____No
b.	Jobs	____Yes	____No
c.	Education & Training	____Yes	____No
d.	Living On Your Own	____Yes	____No

4. Have you worked on activities towards completing a goal or have you actually completed a goal in any of the four planning areas? CHOOSE ONE ANSWER FOR EACH GOAL BELOW:

a. Personal Life:
1 I have completed an entire goal on *Personal Life*.
2 I have worked on activities, but have not completed an entire goal on *Personal Life*.
3 I have not worked on activities towards a goal on *Personal Life*.

b. Jobs:
1 I have completed an entire goal on *Jobs*.
2 I have worked on activities, but have not completed an entire goal on *Jobs*.
3 I have not worked on activities towards a goal on *Jobs*.

c. Education & Training:
1 I have completed an entire goal on *Education & Training*.
2 I have worked on activities, but have not completed an entire goal on *Education & Training*.
3 I have not worked on activities towards a goal on *Education & Training*.

d. Living On Your Own:
1 I have completed an entire goal on *Living On Your Own*.
2 I have worked on activities, but have not completed an entire goal on *Living On Your Own*.
3 I have not worked on activities towards a goal on *Living On Your Own*.

Student Code:________________ Date:________________

5. Overall, how satisfied are you with the goals you have developed in each of the four planning areas?

1 I am VERY satisfied
2 I am SOMEWHAT satisfied
3 I am NOT satisfied

6. How helpful did you find the NEXT S.T.E.P. lessons and activities in learning how to plan for your future?

1 VERY helpful
2 SOMEWHAT helpful
3 NOT helpful

7. After participating in the NEXT S.T.E.P. lessons and activities, how much do you want to develop your own plans for your future?

1 MORE than before I participated in NEXT S.T.E.P.
2 The SAME amount as before I participated in NEXT S.T.E.P.
3 LESS than before I participated in NEXT S.T.E.P.

8. After participating in the NEXT S.T.E.P. lessons and activities, how confident do you feel about developing your own plans for your future?

1 MORE than before I participated in NEXT S.T.E.P.
2 The SAME amount as before I participated in NEXT S.T.E.P.
3 LESS than before I participated in NEXT S.T.E.P.

9. After participating in the NEXT S.T.E.P. lessons and activities, how much do you feel in charge of making important decisions about your life?

1 MORE than before I participated in NEXT S.T.E.P.
2 The SAME amount as before I participated in NEXT S.T.E.P.
3 LESS than before I participated in NEXT S.T.E.P.

F. Teacher Post-curriculum Questionnaire

Student Code:________________ Date:________________

Instructions: **Circle or mark the number of the response that best reflects your impression.**

1. How would you describe the student's participation during their transition planning meeting?

1 The student led MOST or ALL parts of the meeting when their future plans were discussed.
2 The student led SOME parts of the meeting when their future plans were discussed.
3 The student led NO parts of the meeting when their future plans were discussed.
4 The student didn't have a transition planning meeting.

2. How satisfied are you with how the student's transition planning meeting went?

1 I am VERY satisfied
2 I am SOMEWHAT satisfied
3 I am NOT satisfied
4 The student didn't have a transition planning meeting.

3. Did the student develop a plan that included goals and activities in each of the four planning areas? Check Yes or No below:

a.	Personal Life	____Yes	____No
b.	Jobs	____Yes	____No
c.	Education & Training	____Yes	____No
d.	Living On Your Own	____Yes	____No

4. Did the student work on activities towards completing a goal or did he/she actually complete a goal in any of the four planning areas? CHOOSE ONE ANSWER FOR EACH GOAL BELOW:

a. Personal Life:
1 The student completed an entire goal on *Personal Life*.
2 The student worked on activities, but did not complete an entire goal on *Personal Life*.
3 The student did not work on activities towards a goal on *Personal Life*.

b. Jobs:
1 The student completed an entire goal on *Jobs*.
2 The student worked on activities, but did not complete an entire goal on *Jobs*.
3 The student did not work on activities towards a goal on *Jobs*.

c. Education & Training:
1 The student completed an entire goal on *Education & Training*.
2 The student worked on activities, but did not complete an entire goal on *Education & Training*.
3 The student did not work on activities towards a goal on *Education & Training*.

d. Living On Your Own:
1 The student completed an entire goal on *Living On Your Own*.
2 The student worked on activities, but did not complete an entire goal on *Living On Your Own*.
3 The student did not work on activities towards a goal on *Living On Your Own*.

Student Code:________________ Date:________________

5. Overall, how satisfied are you with the goals the student developed in each of the four planning areas?

1 I am VERY satisfied
2 I am SOMEWHAT satisfied
3 I am NOT satisfied

6. How helpful do you think the NEXT S.T.E.P. lessons and activities were in helping the student learn how to plan for their future?

1 VERY helpful
2 SOMEWHAT helpful
3 NOT helpful

7. After participating in the NEXT S.T.E.P. lessons and activities, how much do you think the student wants to develop their own plans for his/her future?

1 MORE than before he or she participated in NEXT S.T.E.P.
2 The SAME amount as before he or she participated in NEXT S.T.E.P.
3 LESS than before he or she participated in NEXT S.T.E.P.

8. After participating in the NEXT S.T.E.P. lessons and activities, how confident do you think the student is about developing their own plans for his/her future?

1 MORE than before he or she participated in NEXT S.T.E.P.
2 The SAME amount as before he or she participated in NEXT S.T.E.P.
3 LESS than before he or she participated in NEXT S.T.E.P.

9. After participating in the NEXT S.T.E.P. lessons and activities, how much do you think the student feels in charge of making important decisions about his/her life?

1 MORE than before he or she participated in NEXT S.T.E.P.
2 The SAME amount as before he or she participated in NEXT S.T.E.P.
3 LESS than before he or she participated in NEXT S.T.E.P.

Thank You!

G. Focus Group Questions

FOCUS GROUP QUESTIONS

The NEXT S.T.E.P. curriculum has been designed to help students, with and without disabilities to successfully plan for their transitions from school into young adulthood in their communities. The project that we are now working on together represents our first attempt to use the curriculum in an inclusive classroom setting. The purpose of this focus group is to learn three things from your experiences:

- How to use *instructional teams* to deliver the instruction effectively,
- How to adapt the curriculum so that it can be used effectively within *inclusive* classroom settings, and
- How to align the curriculum with *standards-based school reforms* that are currently being implemented throughout New York.

We have designed several broad focus group questions to help you think about these three topics. We will spend approximately one hour working on each topic.

Using Instructional Teams to Deliver the Curriculum

As you know, this project uses instructional teams to teach the curriculum. These teams were meant to consist of four members: a general education teacher, a special education teacher, a student leader and a parent/advocate. Since this is not the "usual" approach to teaching, we would like you to answer the following two questions:

1) How did your instructional team recruit members and how did the leader of your instructional team emerge?
   a) What worked well?
   b) What problems did your team encounter?
   c) How might these problems be resolved?

2) How well did the *planning process* work for developing lesson plans? (e.g., scheduling, planning time, deciding what each team member would do in teaching the lessons)
   a) What worked well?
   b) What problems did your team encounter?
   c) How might these problems be resolved?

Using and Adapting the Curriculum within an Inclusive Classroom Setting

As you know, one of the main purposes of this project has been to teach the NEXT S.T.E.P. curriculum in an *inclusive* classroom setting, where students with and without disabilities received instruction on the lessons together. Since this approach to instruction is fairly rare in high schools throughout the country, we would like you to answer the following two questions:

1) How successful was your instructional team in developing a class environment that included students with and without disabilities learning together? (e.g., mixture of disabled and non-disabled students, how students worked together, changes to the curriculum to make it interesting and useful for all students)
   a) What worked well?
   b) What problems did your team encounter?
   c) How might these problems be resolved?

2) How successful was your instructional team in using different members of the team to teach various lessons in the curriculum? (e.g., parent orientation meetings, classroom instruction, facilitating student planning meetings, implementing student plans, community-based instruction)
   a) What worked well?
   b) What problems did your team encounter?
   c) How might these problems be resolved?

Aligning the Curriculum with Standards-Based Reforms

Your work with the NEXT S.T.E.P. curriculum has not occurred in a vacuum. Most New York schools are now involved in a variety of "school reform" activities, in particular, the adoption and use of student performance standards as guides for instruction and evaluation. Since it is often difficult to attend to multiple innovations at the same time, we would like you to answer the following two questions:

1) In what ways *has the instructional team been able* to coordinate its work with the NEXT S.T.E.P. curriculum with concurrent activities that relate to New York's school reform approaches to raising learning standards for all students?

2) In what ways *might it be possible* to coordinate the instructional team's work with the NEXT S.T.E.P. curriculum with concurrent activities that relate to New York's school reform approaches to raising learning standards for all students?

H. Teacher Interview Tool (Reforms / Standards)

EDUCATIONAL REFORMS AND STANDARDS INTERVIEW

We will be sending you a $50 check for taking the time to complete the interview. In order to do this, we will need to know how you want your name to appear on the check, what your social security number is, and the address you would like us to send the check to:

1. Teacher Name:________________________________SS#:_______________________

2. Teacher's Home Address (to mail check):____

3. Name of School:________________________________

This first set of questions I will be asking have to do with your school's involvement with various reform activities.

Is your school involved in:

		Yes	No
4.	adoption of performance-based learning standards for all students?	1	0
5.	augmentation of curriculum options to address higher learning standards for all students?	1	0
6.	modification of instructional design to include problem-solving and decision-making skills?	1	0
7.	development of performance-based assessment techniques, such as portfolio assessment?	1	0
8.	reorganization of learning environments to include community-based instruction?	1	0
9.	creative uses of technology?	1	0
10.	enhancing relationships between teachers and community stakeholders, such as parents and employers?	1	0
11.	facilitating school choice with options such as magnet schools and charter schools?	1	0
12.	decentralizing school management including some form of site-based management?	1	0
13.	other________________________________	1	0

a. Would you say your school's involvement with this reform influenced your decision to use the Next STEP curriculum A Lot, Some, A Little, or Not at All?

b. To what extent is this reform consistent with the purposes and activities of the NEXT S.T.E.P. curriculum? Would you say – A Lot, Some, A Little, or Not at All? 3 2 1 0

If A Lot, Some or A Little:

c. Did any member of your NEXT S.T.E.P. instructional team do anything to use the connections between NEXT S.T.E.P. and __________________(state reform)? **1=Yes** **0=No**

If yes, please describe what was done.

If no, please explain why not.

d. Do you feel that______________(state reform) enhanced or detracted from your ability to use the NEXT S.T.E.P. curriculum in a collaborative model in an inclusive classroom?
1=Enhanced **0=Detracted**

Please describe your answer.

If Not at All:

e. Please explain why you think _______________(state reform) was not consistent with the purposes and activities of the NEXT S.T.E.P. curriculum?

4a. influenced your decision to use NEXT STEP?	**3**	**2**	**1**	**0**
4b. reform consistent with the purposes and activities of the NEXT S.T.E.P.?	**3**	**2**	**1**	**0**
4c. instructional team use the connections?	**1=Yes**		**0=No**	
4d. Did reform enhance or detract?	**1=Enhanced**		**0=Detracted**	
5a. influenced your decision to use NEXT STEP?	**3**	**2**	**1**	**0**
5b. reform consistent with the purposes and activities of the NEXT S.T.E.P.?	**3**	**2**	**1**	**0**
5c. instructional team use the connections?	**1=Yes**		**0=No**	
5d. Did reform enhance or detract?	**1=Enhanced**		**0=Detracted**	
6a. influenced your decision to use NEXT STEP?	**3**	**2**	**1**	**0**
6b. reform consistent with the purposes and activities of the NEXT S.T.E.P.?	**3**	**2**	**1**	**0**
6c. instructional team use the connections?	**1=Yes**		**0=No**	
6d. Did reform enhance or detract?	**1=Enhanced**		**0=Detracted**	
7a. influenced your decision to use NEXT STEP?	**3**	**2**	**1**	**0**
7b. reform consistent with the purposes and activities of the NEXT S.T.E.P.?	**3**	**2**	**1**	**0**
7c. instructional team use the connections?	**1=Yes**		**0=No**	
7d. Did reform enhance or detract?	**1=Enhanced**		**0=Detracted**	
8a. influenced your decision to use NEXT STEP?	**3**	**2**	**1**	**0**
8b. reform consistent with the purposes and activities of the NEXT S.T.E.P.?	**3**	**2**	**1**	**0**
8c. instructional team use the connections?	**1=Yes**		**0=No**	
8d. Did reform enhance or detract?	**1=Enhanced**		**0=Detracted**	
9a. influenced your decision to use NEXT STEP?	**3**	**2**	**1**	**0**
9b. reform consistent with the purposes and activities of the NEXT S.T.E.P.?	**3**	**2**	**1**	**0**
9c. instructional team use the connections?	**1=Yes**		**0=No**	
9d. Did reform enhance or detract?	**1=Enhanced**		**0=Detracted**	
10a. influenced your decision to use NEXT STEP?	**3**	**2**	**1**	**0**
10b. reform consistent with the purposes and activities of the NEXT S.T.E.P.?	**3**	**2**	**1**	**0**
10c. instructional team use the connections?	**1=Yes**		**0=No**	
10d. Did reform enhance or detract?	**1=Enhanced**		**0=Detracted**	
11a. influenced your decision to use NEXT STEP?	**3**	**2**	**1**	**0**
11b. reform consistent with the purposes and activities of the NEXT S.T.E.P.?	**3**	**2**	**1**	**0**
11c. instructional team use the connections?	**1=Yes**		**0=No**	
11d. Did reform enhance or detract?	**1=Enhanced**		**0=Detracted**	
12a. influenced your decision to use NEXT STEP?	**3**	**2**	**1**	**0**
12b. reform consistent with the purposes and activities of the NEXT S.T.E.P.?	**3**	**2**	**1**	**0**
12c. instructional team use the connections?	**1=Yes**		**0=No**	
12d. Did reform enhance or detract?	**1=Enhanced**		**0=Detracted**	
13a. influenced your decision to use NEXT STEP?	**3**	**2**	**1**	**0**
13b. reform consistent with the purposes and activities of the NEXT S.T.E.P.?	**3**	**2**	**1**	**0**
13c. instructional team use the connections?	**1=Yes**		**0=No**	
13d. Did reform enhance or detract?	**1=Enhanced**		**0=Detracted**	

As you know, this project uses instructional teams to teach the curriculum. These teams were meant to consist of four members: a general education teacher, a special education teacher, a student leader and a parent/advocate. Since this is not the "usual" approach to teaching, we would like you to answer the following questions:

14. How did your instructional team recruit members and how did the leader of your instructional team emerge?
    - What worked well?
    - What problems did your team encounter?
    - How might these problems be resolved?

15. How well did the *planning process* work for developing lesson plans? (e.g., scheduling, planning time, deciding what each team member would do in teaching the lessons)
    - What worked well?
    - What problems did your team encounter?
    - How might these problems be resolved?

16. How successful was your instructional team in using different members of the team to teach various lessons in the curriculum? (e.g., parent orientation meetings, classroom instruction, facilitating student planning meetings, implementing student plans, community-based instruction)
    - What worked well?
    - What problems did your team encounter?
    - How might these problems be resolved?

17. What do you see as the pros and cons of working as a collaborative team to implement this curriculum?

18. The project model had a fairly specific description of the structure and roles of the team. For example, having meetings two times a month, or having all members participate in the instruction of lessons. From your perspective, what would be the most useful and effective structure and roles when working as a collaborative team?

Using and Adapting the Curriculum within an Inclusive Classroom Setting

As you know, one of the main purposes of this project has been to teach the NEXT S.T.E.P. curriculum in an *inclusive* classroom setting, where students with and without disabilities received instruction on the lessons together. Since this approach to instruction is fairly rare in high schools throughout the country, we would like you to answer the following questions:

19. How successful was your instructional team in developing a class environment that included students with and without disabilities learning together? (e.g., mixture of disabled and non-disabled students, how students worked together, changes to the curriculum to make it interesting and useful for all students)
    - What worked well?
    - What problems did your team encounter?
    - How might these problems be resolved?

SKIP TO SITE SPECIFIC QUESTIONS

Those are all of the questions I have for you.

20. Before we end the interview are there any other comments you would like to make or questions you would like to ask us?

Thank you for your time.

I. Year Two Student Demographics Form

Student Demographics Sheet

School: ____________________

Teachers' Names: ____________________

____

Student Name	Student Code	Gender (Use M or F)	Date of Birth	Grade	Ethnicity	Disability Status

J. Student Pre-curriculum Questionnaire

***Student Code Number:*__________** ***Date:*______________**

Instructions: Please read the questions below and put a checkmark (✓) next to the response that best fits.

1. As part of your school experience, have you had any instruction, guidance, or counseling different from ***NEXT S.T.E.P.*** that specifically taught you how to plan for your future?

______ **YES I have. (If you check yes, then answer questions 1a. and 1b.)**

1a. Did this instruction cover any of the areas below? ***(Check All that apply)***

_____ What type of job you want.

_____ What type of further education or training you might do.

_____ How to live on your own in the future.

_____ How to take care of your personal life needs.

1b. Did you find the instruction, guidance, or counseling useful?

_____ yes ______no

______ **NO, I have not.**

2. Before beginning *NEXT S.T.E.P.*, how often have you thought about planning for your future?

________ a lot __________ somewhat _________ a little ________ hardly at all

3. Before beginning *NEXT S.T.E.P.*, how much time do you spend thinking about the things you do well and the things you don't do so well?

_________ at least once a week
_________ at least once a month
_________ less than once a month

3a. Have you used this information to help you plan for your future?

________ yes _________ no

4. Before, beginning *NEXT S.T.E.P.*, how much time do you spend thinking about your hopes and dreams for the future?

_________ at least once a week
_________ at least once a month
_________ less than once a month

4a. Have you used this information to help you plan for your future?

______ yes _______ no

Continued on Back →

*Student Code Number:*__________

Instructions: The following questions are about what activities you may have done to prepare for your future in four areas: (1) jobs, (2) further education and training, (3) living on your own, and (4) personal life. You may not have started work on your future in these areas and that is O.K. In this case, simply check, the "No, not yet" response.

5. Before beginning *NEXT S.T.E.P.*, have you done specific activities to help you to prepare for what kind of job you would like to have in the future?

_____ **YES (If you checked yes, then answer question number 5a.)**

→ 5a. Have you done any of the following? (***Check all that apply***)

_____ Explored information about different types of jobs.

_____ Tried out some jobs through volunteer work, work experience, or internships.

_____ Got a paid job, but want to get a job that more closely matches your interests.

_____ Got a paid job that matches your interests.

_____ Other (please describe)____________________________

_____ **NO, not yet.**

6. Before beginning *NEXT S.T.E.P.*, have you done specific activities to help you to prepare for what type of further education or training you want or need in the future?

_____ **YES (If you checked yes, then answer question number 6a.)**

→ 6a. Have you done any of the following? (***Check all that apply***)

____ Made a plan for what you need to do to complete middle school.

_____ Made a plan for what you need to do to complete high school.

_____ Made a plan to receive vocational training.

_____ Made a plan to receive a college degree.

_____ Other (please describe)____________________________.

_____ **NO, not yet.**

Continued on next page →

***Student Code Number:*____________

7. Before beginning *NEXT S.T.E.P.*, have you done specific activities to help you to prepare for what you need to do to live on your own in the future?

______ **YES (If you checked yes, then answer question number 7a.)**

→ 7a. Have you done any of the following? (***Check all that apply)***

____ Learned skills to get ready to live on your own, for example, how to cook meals, how to find and rent an apartment, how to open a checking or savings account, how to get around to where you need to go.

_____ Learned how to use community resources to help you be more independent, for example, how to choose a doctor or dentist, how to get help with your finances, found out about agencies that can help you with affordable housing or childcare.

_____ Learned what it means to be a good citizen, for example, how to vote, helping out in community or church activities.

_____ Other (please describe)______________________________.

______ **NO, not yet.**

8. Before beginning *NEXT S.T.E.P.* , have you done specific activities to help you to prepare for how you will take care of your personal life needs in the future?

______ **YES (If you checked yes, then answer question number 8a.)**

→ 8a. Have you done any of the following? (***Check all that apply)***

_____ Explored different types of leisure activities that you would like to do.

_____ Learned how get along better with others such as peers, employers, or teachers.

_____ Explored ways to improve your physical, mental or spiritual health.

_____ Other (please describe)______________________________.

______ **NO, not yet.**

Continued on back ➔

*Student Code Number:*__________

Instructions: Please check the ONE response that best fits your experience.

9. Before beginning *NEXT S.T.E.P.*, have you had a meeting as part of your school program in which your future plans were discussed?

______ **YES, I did. (If you checked yes, then answer question number 9a.)**

→ 9a. How would you describe your participation in this meeting.

____ I led **MOST** of the meeting when my future plans were discussed.

____ I led **SOME** of the meeting when my future plans were discussed.

____ I led **NONE** of the meeting when my future plans were discussed.

______ **NO, I did not.**

Instructions: Please check the ONE response that is closest to how you feel.

10. Overall, how supportive are your teachers of your future plans?

_____ mostly _______ somewhat _______ a little ________ hardly at all

11. Overall how supportive are your parents or family of your future plans?

_______ mostly _______ somewhat ________ a little ________ hardly at all

12. How much do you feel you are in control of important decisions in your life?

________ mostly ________ somewhat ________ a little ________ hardly at all

13. How much do you ask for help and cooperation from others to achieve your goals, when you need help?

________ mostly ________ somewhat ________ a little ________ hardly at all

14. How much do you want to take charge of making important decisions about your future?

_______ mostly ________ somewhat ________ a little ________ hardly ever

15. Overall, how confident do you feel about taking charge of making important decisions about your future?

________ mostly ________ somewhat ________ a little ________ hardly at all

End! Thank you.

K. Student Post-curriculum Questionnaire

***Student Code Number:*__________________ ***Date:*__________

Instructions: Please read the questions below and put a checkmark (T) next to the response that best fits.

1. Since participating in *NEXT S.T.E.P.*, how much do you think about planning for your future?

   ______ a lot ______ somewhat ______ a little ______ hardly at all

2. Since participating in *NEXT S.T.E.P.*, how often do you spend thinking about the things you do well and the things you don't do so well?

   ______ at least once a week ______ at least once a month ______ less than once a month

3. Since participating in *NEXT S.T.E.P.*, how often do you spend thinking about your hopes and dreams for the future?

   ______ at least once a week ______ at least once a month ______ less than once a month

Instructions: The next set of questions, starting on the back of this page, are about activities you may have done to prepare for your future in four areas: (1) jobs, (2) education and training, (3) living on your own, and (4) personal life. You may not have started work on your future in these areas and that is O.K. In this case, simply check the "No, not yet" response and complete the follow-up questions.

Continued on back →

Student Code Number: ______________

4. While participating in your *NEXT S.T.E.P.* class, did you develop or work toward a goal in the ***Jobs*** planning area?

_____ **Yes, I did.** (If you checked yes, then answer questions 4a. – 4d.)

→ 4a. As part of your *Jobs* goal did you do any of the following? **(Check all that apply)**

_____ Explored information about different types of jobs.

_____ Tried out some jobs through volunteer work, work experience, or internships.

_____ Got a paid job, but want to get a job that more closely matches your interests.

_____ Got a paid job that matches your interests.

_____ Other (please describe) ______________________________

4b. How much progress have you made working in the *Jobs* planning area? **(Check the one response that best fits)**

_____ I have completed an entire *Jobs* goal.

_____ I worked on activities, but need more time to complete my goal.

_____ Other (please describe) ____________________

_____ I developed a plan, but did not start work on my *Jobs* goal.

4c. How satisfied are you with the goal and activities you developed in the *Jobs* planning area? **(Check the one response that best fits)**

_____ a lot _____ somewhat _____ a little _____ hardly at all

4d. How satisfied are you with the progress you made on your *Jobs* goal? **(Check the one response that best fits)**

_____ a lot _____ somewhat _____ a little _____ hardly at all

_____ **No, not yet.** (If you checked no, then answer question 4e.)

→ 4e. Why didn't you develop or work toward a goal in the *Jobs* planning area? **(Check the one response that best fits)**

_____ The class ended before I could do work in this area.

_____ I worked on goals in other planning areas.

_____ Other (please describe) ______________________________

Continued on next page →

Student Code Number: ________________

5. While participating in your *NEXT S.T.E.P.* class, did you develop or work toward a goal in the ***Education and Training*** planning area?

_____ **Yes, I did.** (If you checked yes, then answer questions 5a. – 5d.)

5a. As part of your *Education and Training* goal did you do any of the following? **(check all that apply)**

_____ Made a plan for what you need to do to complete middle school.
_____ Made a plan for what you need to do to complete high school.
_____ Made a plan to receive vocational training.
_____ Made a plan to receive a college degree.
_____ Other (please describe) ________________________________

5b. How much progress have you made working in the *Education and Training* planning area? **(Check the one response that best fits)**

_____ I have completed an entire *Education and Training* goal.
_____ I worked on activities, but need more time to complete my goal.
_____ Other (please describe)________________________________
_____ I developed a plan, but did not start work on my *Education and Training* goal.

5c. How satisfied are you with the goal and activities you developed in the *Education and Training* planning area? **(Check the one response that best fits)**

______ a lot _____ somewhat ______ a little ______ hardly at all

5d. How satisfied are you with the progress you made on your *Education and Training* goal? **(Check the one response that best fits)**

______ a lot _____ somewhat ______ a little ______ hardly at all

_____ **No, not yet.** (If you checked no, then answer question 5e.)

5e. Why didn't you develop or work toward a goal in the *Education and Training* planning area? **(Check the one response that best fits)**

_____ The class ended before I could do work in this area.
_____ I worked on goals in other planning areas.
_____ Other (please describe) ________________________________

Continued on back →

Student Code Number: ________________

6. While participating in your *NEXT S.T.E.P.* class, did you develop or work toward a goal in the ***Living On Your Own*** planning area?

_____ **Yes, I did.** (If you checked yes, then answer questions 6a. - 6d.)

→ 6a. As part of your *Living On Your Own* goal did you do any of the following? **(check all that apply)**

_____ Learned skills to get ready to live on your own, for example, how to cook meals, how to find and rent an apartment, how to open a checking/savings account, how to get around to where you need to go.

_____ Learned how to use community resources to help you be more independent, for example, how to choose a doctor or dentist, how to get help with your finances, found out about agencies that can help you with affordable housing or childcare.

_____ Learned what it means to be a good citizen, for example, how to vote, helping out in the community or church activities.

_____ Other (please describe) ________________________________

6b. How much progress have you made working in the *Living On Your Own* planning area? **(Check the one response that best fits)**

_____ I have completed an entire *Living On Your Own* goal.

_____ I worked on activities, but need more time to complete my goal.

_____ Other (please describe) ________________________________

_____ I developed a plan, but did not start work on my *Living On Your Own* goal.

6c. How satisfied are you with the goal and activities you developed in the *Living On Your Own* planning area? **(Check the one response that best fits)**

_____ a lot _____ somewhat _____ a little _____ hardly at all

6d. How satisfied are you with the progress you made on your *Living On Your Own* goal **(Check the one response that best fits)**

_____ a lot _____ somewhat _____ a little _____ hardly at all

_____ **No, not yet.** (If you checked no, then answer question 6e.)

→ 6e. Why didn't you develop or work toward a goal in the *Living On Your Own* planning area? **(Check the one response that best fits)**

_____ The class ended before I could do work in this area.

_____ I worked on goals in other planning areas.

_____ Other (please describe) ________________________________

Continued on next page →

Student Code Number: ________________

7. While participating in your *NEXT S.T.E.P.* class, did you develop or work toward a goal in the **Personal Life** planning area?

______ **Yes, I did.** (If you checked yes, then answer questions 7a. – 7d.)

7a. As part of your *Personal Life* goal did you do any of the following? **(check all that apply)**

______ Explored different types of leisure activities that you would like to do.

______ Learned how to get along better with others such as peers, employers, or teachers.

______ Explored ways to improve your physical, mental or spiritual health.

______ Other (please describe) ____

7b. How much progress have you made working in the *Personal Life* planning area? **(Check the one response that best fits)**

______ I have completed an entire *Personal Life* goal.

______ I worked on activities, but need more time to complete my goal.

______ Other (please describe) ____

______ I developed a plan, but did not start work on my *Personal Life* goal.

7c. How satisfied are you with the goal and activities you developed in the *Personal Life* planning area? **(Check the one response that best fits)**

______ a lot ______ somewhat ______ a little ______ hardly at all

7d. How satisfied are you with the progress you made on your *Personal Life* goal? **(Check the one response that best fits)**

______ a lot ______ somewhat ______ a little ______ hardly at all

______ **No, not yet.** (If you checked no, then answer question 7e.)

7e. Why didn't you develop or work toward a goal in the *Personal Life* planning area? **(Check the one response that best fits)**

______ The class ended before I could do work in this area.

______ I worked on goals in other planning areas.

______ Other (please describe) ____

Continued on back →

Student Code Number:**________________**

8. Did you have a meeting as part of your *NEXT S.T.E.P.* class in which your future plans were discussed with a group of participants such as teachers, parents, adult service providers, or other significant people?

______**Yes, I did.** (If you checked yes, then answer questions 8a. and 8b.)

→ 8a. How would you describe your participation in this meeting?
(Check the one response that best fits)

_____ I led MOST of the meeting when my future plans were discussed.
_____ I led SOME of the meeting when my future plans were discussed.
_____ I led NONE of the meeting when my future plans were discussed.

8b. How satisfied are you with how your meeting went?
(Check the one response that best fits)

______ a lot _____ somewhat ______ a little ______ hardly at all

______ **No, I did not have a meeting.** (If you checked no, then answer question 8c and 8d.)

→ 8c. Choose the answer that best fits what you did to share your accomplishments from your work in your NEXT S.T.E.P. class. **(Check the one response that best fits)**

_____ I shared my accomplishments by presenting to my entire class.
_____ I shared my accomplishments by presenting to a small group.
_____ I did not have an opportunity to share my accomplishments.
_____ Other (please describe) ____

8d. How satisfied are you with how sharing your accomplishments went?
(Check the one response that best fits)

_____mostly _____ somewhat ______ a little ______ hardly at all

Continued on next page →

Student Code Number:_______________

Instructions: Please read the questions below and put a checkmark (T) next to the one response that best fits.

9. Overall, how supportive are your teachers of your future plans?
_______ mostly _____ somewhat _______ a little _______ hardly at all

10. Overall, how supportive are your parents or family of your future plans?
_______ mostly _____ somewhat _______ a little _______ hardly at all

11. How much do you feel you are in control of important decisions in your life?
_______ mostly _____ somewhat _______ a little _______ hardly at all

12. How much do you ask for help and cooperation from others to achieve your goals, when you need help?
_______ mostly _____ somewhat _______ a little _______ hardly at all

13. How much do you want to take charge of making important decisions about your future?
_______ mostly _____ somewhat _______ a little _______ hardly at all

14. Overall, how confident do you feel about taking charge of making important decisions about your future?
_______ mostly _____ somewhat _______ a little _______ hardly at all

15. How confident do you feel that you will be able to use what you've learned in NEXT S.T.E.P. to help you achieve your goals in the future?
_______ mostly _____ somewhat _______ a little _______ hardly at all

16. How helpful do you think the NEXT S.T.E.P. lessons and activities were in helping you learn how to plan for your future?
_______ mostly _____ somewhat _______ a little _______ hardly at all

The End. Thanks!

L. Teacher Post-curriculum Questionnaire

Student Code Number:________________ **Date:**________________

Instructions: **Please read the questions below and put a checkmark (T) next to the response that best reflects your impression.**

1. Did the student have a transition planning meeting as part of the *NEXT S.T.E.P.* curriculum in which he or she shared his or her progress with a group of participants such as teachers, parents, adult service providers, or other significant people?

_____ **Yes.** (If you answered yes, please answer questions 1a and 1b below).

→ 1a. How would you describe the student's participation during his/her transition planning meeting? **(Check only one)**

_____ The student led MOST of the meeting when his/her future plans were discussed.

_____ The student led SOME of the meeting when his/her future plans were discussed.

_____ The student led NONE of the meeting when his/her future plans were discussed.

1b. How satisfied are you with how the student's transition planning meeting went? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

_____ **No.** (If you answered no, then answer question 1c. and 1d.)

→ 1c. Did the student participate in any of the following alternatives to a full transition planning meeting? **(Check only one)**

_____ The student made a presentation to the class.

_____ The student made a presentation to some smaller group.

_____ Other (please describe) ____

_____ The student did not have an opportunity to present their goals and accomplishments. **(If you checked this response, please briefly explain why below.)**

Continued on back →

Student Code Number:________________

1d. How satisfied are you with how the student's alternative transition planning meeting went? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

Instructions: **Please read the questions below and put a checkmark (T) next to the response that best reflects your impression about the student's planning and progress in the four planning areas as a result of participating in the *NEXT S.T.E.P.* curriculum.**

2a. In the ***Personal Life*** planning area, would you say the student: **(Check only one)**

____developed a plan, but did not start work on a *Personal Life* goal.

____worked on activities, but did not complete an entire goal.

____completed an entire goal.

____Other (please describe) ____.

____did no work in this area. **(If the student did no work in this area, skip to 2d.)**

2b. How satisfied are you with the goal and activities the student developed in the *Personal Life* planning area? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

2c. How satisfied are you with the progress the student made working on his/her *Personal Life* goal? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

2d. If the student did **no** work in the *Personal Life* planning area, please briefly describe why below.

3a. In the ***Jobs*** planning area, would you say the student: **(Check only one)**

____developed a plan, but did not start work on a *Jobs* goal.

____worked on activities, but did not complete an entire goal.

____completed an entire goal.

____other (please describe) ____.

____did no work in this area. **(If the student did no work in this area, skip to 3d.)**

Continued on next page →

Student Code Number:________________

3b. How satisfied are you with the goal and activities the student developed in the *Jobs* planning area? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

3c. How satisfied are you with the progress the student made working on his/her *Jobs* goal? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

3d. If the student did **no** work in the *Jobs* planning area, please briefly describe why below.

4a. In the ***Education and Training*** planning area, would you say the student: **(Check only one)**

____developed a plan, but did not start work on an *Education and Training* goal.
____worked on activities, but did not complete an entire goal.
____completed an entire goal.
____other (please describe) ____________________________________.
____did no work in this area. **(If the student did no work in this area, skip to 4d.)**

4b. How satisfied are you with the goal and activities the student developed in the *Education and Training* planning area? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

4c. How satisfied are you with the progress the student made working on his/her *Education and Training* goal? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

Continued on back →

Student Code Number:________________

4d. If the student did **no** work in the *Education and Training* planning area, please briefly describe why below.

5a. In the ***Living On Your Own*** planning area, would you say the student:

(Check only one)

____developed a plan, but did not work on a *Living On Your Own* goal.

____worked on activities, but did not complete an entire goal.

____completed an entire goal.

____other (please describe) ____.

____did no work in this area. **(If the student did no work in this area, skip to 5d.)**

5b. How satisfied are you with the goal and activities the student developed in the *Living On Your Own* planning area? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

5c. How satisfied are you with the progress the student made working on his/her *Living On Your Own* goal? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

5d. If the student did **no** work in the *Living On Your Own* planning area, please briefly describe why below.

6. How helpful do you think the *NEXT S.T.E.P.* lessons and activities were in helping the student learn how to plan for his/her future? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

Continued on next page →

Student Code Number:________________

7. After participating in the *NEXT S.T.E.P.* lessons and activities, how much do you think the student wants to take charge of making important decisions for his/her future? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

8. After participating in the *NEXT S.T.E.P.* lessons and activities, how confident do you think the student is about taking charge of making important decisions about his/her future? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

9. After participating in the *NEXT S.T.E.P.* lessons and activities, how confident do you feel that the student will use what he or she learned in *NEXT S.T.E.P.* to help him/her achieve his/her goals in the future? **(Check only one)**

_____mostly _____ somewhat ______ a little ______ hardly at all

Thank You!

M. Year Two Site and Student Evaluation Forms

NEXT S.T.E.P. COLLABORATION PROJECT

Team and Site Information

Name of school: ______________________ Date: ______________

How many students in your school? ______________

Would you estimate that 1/3 or more of all the students at your school are eligible to participate in a free lunch program? Yes No

Name of the class in which NEXT S.T.E.P. will be taught: __________________

Brief description of this class: ______________________________________

____

____

Length of this class: ________ Times per week NEXT S.T.E.P. will be taught: ______

Starting date for NEXT S.T.E.P.: __________ Anticipated ending date: __________

General education teacher ______________________________

Special education teacher ______________________________

Parent / Advocate ______________________________

Student leader ______________________________

Other ____________________ Role or title ________________

Other ____________________ Role or title ________________

Contact Person ____

Phone: ________________ Fax: ______________ Email: ________________

If this is a revision from the original form, state reasons for the revision (e.g., change in team membership or classroom). ______________________________________

____

____

Instructions and Codes for NEXT S.T.E.P.
Student Demographic Sheet

Student Name This column is for your convenience only. When you return the form to us, you will block out this column so we are not given the students' names.

Student Code This column has a five-character code we have assigned to your students for our record keeping purposes. The first two characters are initials for your school. The three numbers following the school code (e.g., 201) relate to a unique student number. You need only write in the student's first and last initials at the end of the code. Once you have done this, please transfer the codes to your attendance records. Please use the same code for students throughout the entire curriculum.

Gender Complete gender information for each student in your class.

Date of Birth Enter the date of birth for each student in your class.

Grade Enter the grade for each student in your class.

Ethnicity Please use the following number codes to show ethnicity of each student in your class:

1. American Indian / Alaskan Native
2. Black or African American
3. Hispanic or Latino/a
4. Native Hawaiian or Other Pacific Islander
5. Asian
6. Caucasian (not Hispanic)
7. Multiracial

Disability Status Please use the following number codes to show disability status of each student in your class:

0. No Disability
1. No Disability, but "at risk"
2. ADD / ADHD
3. Autism
4. Emotional Disability / ED-BD
5. Health Impairment / Medically Fragile or At-risk
6. Hearing Impairment / Deafness
7. Learning Disability
8. Mental Retardation
9. Multiple Impairment (none primary)
10. Neurological Impairment
11. Orthopedic Impairment
12. Other
13. Speech / Language Impairment
14. Suspected but Undiagnosed Disability
15. Traumatic Brain Injury
16. Vision Impairment / Blindness

Please complete the student demographic information as soon as possible and send or fax a copy to your site manager. You should keep a copy for your records in case you need to make additions in the future.

Student Demographics Sheet

School: ____________________ Teachers' Names: ____________________

____

Student Name	Student Code	Gender (Use M or F)	Date of Birth	Grade	Ethnicity	Disability Status

N. Site Manager Evaluation / Technical Assistance Questions

Nine questions matched to outcomes with follow-up questions

1. What types and levels of administrative support do teams receive to facilitate instructional collaboration *and* inclusion?

- Was there a class in which to teach NEXT S.T.E.P. collaboratively?
- Were teachers' schedules free for time to teach collaboratively within the class?
- Were teachers provided with common planning time?
- Was there "buy in" by administration for infusing NEXT S.T.E.P. into the general curriculum?
- How was administration involved in achieving items in #6 below?

2. How did your team determine the membership of your NEXT S.T.E.P. instructional team? What is the membership of your team?

- Who were the members of the team?
- How were members of the team recruited?
- If specific members were not recruited, why?
- Who was the leader?
- How did leadership emerge?

3. What kinds of roles and responsibilities do team members assume?

- What were the roles and responsibilities of each specific team member?
- What was the level of involvement of each specific team member?
- What were the barriers to collaboration they encountered?
- Who developed the strategies for overcoming barriers (e.g., team members vs. TA?)
- How were the strategies implemented (what specifically did they do?)
- How successful were the strategies?
- Did they achieve common planning time?
- If so, how was it achieved?
- How much time did they spend planning together?
- How did teachers teach together?
- How were responsibilities assigned for instruction, paperwork, TSIs, planning meetings, etc.
- What roles did non-teacher members take in the instructional process?
- Was there "buy in" by team members for infusing NEXT S.T.E.P. into the general curriculum?
- How was the team involved in achieving items in #6 below?

4. What kinds of barriers, if any, has your team encountered while teaching NEXT S.T.EP. in your inclusive classroom? Were you able to overcome these barriers?

- Demographics of students in the class.
- Were students involved in entire class or brought in solely for NEXT S.T.E.P. instruction?
- What were the examples of students working collaboratively in the classroom?
- Did students' collaboration occur naturally? If so, how did this evolve?
- What specific inclusive practices were used in the classroom?
- How successful were the practices?

5. When you reached the end of your term of teaching NEXT S.T.E.P., what did you do to insure that students would continue to engage in self-directed transition planning?

- What strategy was developed for follow-up on student goals and activities?
- When and how did this occur?
- Who was responsible / involved?

6. How did you infuse the NEXT S.T.E.P. curriculum into your credit bearing, general education class? Please be specific about logistics.

- Was the class credit bearing?
- Was the class a required or elective class?
- Did all students in the class receive credit toward graduation?
- If the above were not achieved, why not? What were the barriers? What were the attempts to overcome the barriers?

7. How did you determine who would participate in your NEXT S.T.E.P. class?

- How were general ed students placed in your class?
- How were special ed students placed in your class?

8. How did you insure that your NEXT S.T.E.P. class was available to *all* interested students?

- Was the class available to all students?
- What was the process for students being enrolled in the class? (e.g., required for all students, guidance counselor, student's choice, chance)
- Did students know the class would be a NEXT S.T.E.P. class prior to choosing or being placed in the class?

9. How was your NEXT S.T.E.P. class structured to insure that the instruction was appropriate and successful for the full diversity of students in your class?

- Were modifications made to accommodate general education students (pacing, difficulty level, etc.)?
- Were modifications made to accommodate special education students (pacing, difficulty level, etc.)?
- Were modifications made to accommodate maturity level (age) of students in the class (pacing, difficulty level, etc.)?
- What specific modifications were made?

O. End of Year Interview Tool – Student Leaders

NEXT S.T.E.P. Team Member Interview
[Student Version]

Collaboration

1. How did you get involved as a student leader?
2. Why did you get involved as a student leader?
3. What did you do as a student leader?
4. Do you think it was important to have a student leader on the *NEXT S.T.E.P.* instructional team? Why?
5. Would you be a student leader again? Why?
6. Can you give some examples of how you have worked with other students in your class when doing *NEXT S.T.E.P.* lessons and activities?
7. How satisfied are you with how the team was able to work together?
8. What advice would you give to future teams about working with student leaders?

Inclusion

9. Did students work together on some *NEXT S.T.E.P.* lessons and activities? How?
10. What did team members do to include everyone in *NEXT S.T.E.P.* activities and lessons?
11. How satisfied are you with how the students worked together in class?
12. What advice do you have for future teams to help students in the class work together on *NEXT S.T.E.P.* activities and lessons?

Student Outcomes

13. How satisfied are you with what the students learned as a result of *NEXT S.T.E.P.*?
14. What advice do you have to improve what students learn from *NEXT S.T.E.P.*?

P. End of Year Interview Tool – Parents

NEXT S.T.E.P. Team Member Interview
[Parent Version]

Collaboration

1. What was your role as part of the team that implemented *NEXT S.T.E.P.*?
2. How did you get involved as a parent representative on the team?
3. Why did you get involved?
4. What benefits do you see to having a parent as part of this team?
5. What made it possible for you to have the time to be part of the team?
6. Many parents and teachers alike have talked about how hard it is to really collaborate together given differing time schedules, travel, and work commitments. What advice would you give to help both parents and teachers overcome these types of obstacles?
7. How satisfied are you with how the team was able to work together?
8. What advice would you give to future teams about working with parent members?

Inclusion

9. Can you give some examples of how students worked together in class when doing *NEXT S.T.E.P.* lessons and activities?
10. What did team members do to include all students in the *NEXT S.T.E.P.* lessons and activities?
11. How satisfied are you with how the students worked together in class?
12. What recommendations do you have for future teams to help students work together on *NEXT S.T.E.P.* lessons?

Student Outcomes

13. How satisfied are you with what the students learned as a result of *NEXT S.T.E.P.*?
14. What recommendations to you have to improve what students learn from *NEXT S.T.E.P.*?

Q. End of Year Interview Tool – Teachers

The purpose of this interview is two-fold. During parts of the interview I will be simply asking you to verify information we have already gathered. In other cases, I will be asking about your perceptions and opinions of teaching NEXT S.T.E.P. in an inclusive classroom while working with a collaborative team. The entire interview should take no more than one hour.

The first type of information I would like to verify with you is information about your school, class and students.

Section one: Demographics

I. Site demographics:

Our records indicate that your school is:

1. _____ In a rural setting _____ In an urban setting
2. That there are approximately _________ students in your school.
3. That your school is a:

_____ Regular high school
_____ Alternative high school
_____ Vocational high school

4. That 1/3 of your student population _____ is _____ is not eligible for a federally funded lunch program.
5. Do you know the amount of dollars allocated per student at your school? _____________

   If not, do you know who we might ask? ______________________________________

6. Do you know the teacher/student ratio at your school? ___________________

   If not, do you know who we might ask? ______________________________________

II. General Student and Class Demographics

7. Did your class demographics change from what you reported on the student demographic form at the beginning of last semester?

Our records indicate that, in your school, NEXT S.T.E.P. is taught in:

8. Name of class: ___________________________
9. Description of class, including content of class, within which NEXT S.T.E.P. was embedded:____

   ____

10. Number of times taught per week:_____________________
11. Lessons finished:____________________
12. Location of class (e.g., resource room, study hall, etc):________________________

III. General description of the site's involvement in the project

13. Date initiated project: ________________

14. Implemented project:

    a. Number of months _________

    b. ______ one term / semester _______ all year (same students /different students)

    c. Number of cohorts: ________

15. Disruption in project implementation? ______ Yes ______ No

    15a. Could you please describe why you didn't teach NEXT S.T.E.P. during this time?

    15b. Length of disruption: ________________

IV. Connections made between the NEXT S.T.E.P. curriculum and the content of the class in which NEXT S.T.E.P. was embedded.

16. Would you say the content of the class within which NEXT S.T.E.P. was embedded was complementary with the content of NEXT S.T.E.P.? What are your reasons for thinking it was / was not complementary?

17. Can you tell me in what ways you used activities and assignments in class to make connections between NEXT S.T.E.P. and the other content of your class?

Section Two: Description of Inclusion

I. Composition of class

18. Did students with and without disabilities participate in both NEXT S.T.E.P. instruction and instruction in the content area of the class in which NEXT S.T.E.P. was embedded?

_____ **YES**

18a. Was this class already an inclusive classroom, or did you create an inclusive class in which to teach NEXT S.T.E.P.?

______ **Existing inclusive class**

18b. Other than the fact that the class was inclusive, were there any other reasons you chose this particular content class in which to teach NEXT S.T.E.P.?

______ **Created an inclusive class**

18c. Please explain how the class was created and your reasons for creating this particular class in which to teach NEXT S.T.E.P.

_____ **NO**

18d. How was student participation different?

18e. What did students do when they were not getting instruction in the content area of the class?

II. Instructional accommodations provided to facilitate appropriate and successful instruction to the full diversity of students in the class

A. Depending on age of students

19. Did you make any *pacing adjustments* in the curriculum due to the age of your students?

___ **YES**

19a. Please describe what pacing adjustments you made and how effective you think the adjustments were.

___ **NO**

19b. Why not?

20. Did you make any *content modifications* due to the age of your students?

___ **YES**

20a. Please describe what type of content modifications you made and how effective you think the modifications were.

___ **NO**

20b. Why not?

21. Did you make any modifications to the *scope or sequence* of the curriculum due to the age of your students?

___ **YES**

21a. Please describe what type of modifications you made to the scope and/or sequence and how effective you think the modifications were

___ **NO**

21b. Why not?

22. Did you use any *tutoring or cooperative learning strategies* to help specific age groups of students within your class?

___ **YES**

22a. Please describe what type of strategies you used and how effective you think the strategies were.

___ **NO**

22b. Why not?

B. Depending on needs and abilities of students (e.g., students with vs. students without disabilities)

23. Did you make any *pacing adjustments* in the curriculum for students with or without disabilities?

___ **YES**

23a. Please describe what types of adjustments you made and how effective you think the adjustments were.

___ **NO**

23b. Why not?

24. Did you make any *content modifications* for students with or without disabilities?

___ **YES**

24a. Please describe what type of content modifications you made and how effective you think the modifications were.

___ **NO**

24b. Why not?

25. Did you make any modifications to the *scope or sequence* of the curriculum for students with or without disabilities?

___ **YES**

25a. Please describe what type of modifications you made to the scope and/or sequence and how effective you think the modifications were.

___ **NO**

25b. Why not?

26. Did you use any *tutoring or cooperative learning strategies* to help either students with or without disabilities?

___ **YES**

26a. Please describe what type of strategies you used and how effective you think the strategies were.

___ **NO**

26b. Why not?

27. Did you make any adjustments or modifications to the curriculum or how you taught it based on any other diversity issues within your class (e.g., gender, ethnicity, socio-economic status, etc.)

___ **YES**

27a. What types of adjustments / modifications did you make and why?

27b. How effective do you think the adjustments / modifications were?

___ NO

III. Barriers to effective inclusion

28. Did your team encounter any barriers to teaching NEXT S.T.E.P. in an inclusive classroom?

___ YES

28a. What barriers did you encounter?

28b. Was your team able to overcome these barriers?

____YES

28c. How were you able to overcome these barriers?

_____NO

28d. Why were you unable to overcome these barriers?

_____NO

29. How satisfied are you with implementing the curriculum in an inclusive class?

29a. Very satisfied
29b. Somewhat satisfied
29c. A little satisfied
29d. Not at all satisfied

29e. Please describe why you were (Very, Somewhat, A little, Not at all) satisfied with implementing the curriculum in an inclusive class?

29f. Is there anything you can think of that would help you feel more satisfied with implementing the curriculum in an inclusive classroom?

Section Three: Description of Collaboration

I. Composition of the Instructional Team

30. Our records indicate that your team consists of:

_____ a special education teacher

_____ a general education teacher

_____ a parent / advocate

_____ a student leader

_____ other ______________________

_____ other _______________________

_____ other _______________________

31. Please describe how your team recruited various members.

II. Roles and responsibilities of team members

32. Please describe your role on the team.

33. Name of Leader:_________________ (If there is no leader skip to 28e below).

____**YES**

33a. Please describe how the team leader emerged or was chosen on your team.

33b. Please describe the roles and responsibilities that your team leader fulfilled.

33c. How do you think having a team leader influenced your team's ability to implement the curriculum.

33d. How do you think having a team leader influenced your team's ability to work together?

_____**NO**

33e. How do you think having a team leader could have influenced the implementation of the curriculum?

33f. How do you think having a team leader could have influenced how you worked together as a team?

34. Did members of your team co-teach the curriculum?

_____ YES

34a. What members of your team were involved in classroom instruction?

34b. Please describe how the curriculum was co-taught.

34c. How do you think co-teaching influenced the delivery of instruction?

34d. How do you think co-teaching influenced how you worked together as a team?

_____ NO

34e. Why not?

34f. How do you think co-teaching could have influenced the delivery of instruction?

34g. How do you think co-teaching could have influenced how you worked together as a team?

35. Did your team encounter any barriers to co-teaching the curriculum?

_____ YES

35a. What barriers did your team encounter?

35b. Was your team able to overcome these barriers?

_____ YES

35c. How was your team able to overcome these barriers?

_____ NO

35d. Why was your team unable to overcome these barriers?

_____ NO

36. How satisfied were you with how co-teaching went?

36a. Very satisfied
36b. Somewhat satisfied
36c. A little satisfied
36d. Not at all satisfied

36e. Please describe why you were (Very, Somewhat, A little, Not at all) satisfied with the co-teaching?

36f. Is there anything you can think of that would help you feel more satisfied with co-teaching?

37. Did your team work together to plan lessons?

_____ YES

37a. What strategy did your team use to find common time for planning?

37b. How often and for how many minutes did you meet with your team?

37c. Who regularly attended meetings?

37d. What did your team do in your meetings?

37e. Please describe your role in planning activities.

37f. How do you think meeting as a team influenced how well you worked together?

37g. How do you think meeting as a team influenced how well you taught the curriculum and evaluated student progress?

_____ NO

37h. Please tell me why you did not meet with your team.

37i. What affect do you think this had on how well you taught the NEXT S.T.E.P. curriculum?

37j. What affect do you think this had on how well you worked together as a team?

38. Did your team encounter any barriers to planning how to teach the curriculum?

_____ YES

38a. What barriers did your team encounter?

38b. Was your team able to overcome these barriers?

_____ YES

38c. How were you able to overcome these barriers?

_____ NO

38d. Why was your team unable to overcome these barriers?

_____ NO

39. How satisfied are you with how planning together went?

39a. Very satisfied
39b. Somewhat satisfied
39c. A little satisfied
39d. Not at all satisfied

39e. Please describe why you were (Very, Somewhat, A little, Not at all) satisfied with how planning went.

39f. Is there anything you can think of that would help you feel more satisfied with planning together as a team?

40. Did your team get together to discuss or review how well things were going working as a team or in the classroom?

_____ YES

40a. How often, and for how many minutes, did your team discuss how well things were going?

40b. Which members of the team were involved in discussing how things were going?

40c. Describe what you discussed and what, if any, changes you made to how you were doing things based on your discussions.

40d. If you made changes to how you were doing things, how did the changes work out?

40e. How do you think getting together to discuss how things were going influenced how well you worked together?

40f. How do you think getting together to discuss how things were going influenced how you taught curriculum?

_____ NO

40g. Please tell me why your team did not get together to discuss or review how things were going?

40h. What affect do you think this had on your ability to teach the NEXT S.T.E.P. curriculum?

40i. What affect do you think this had on how you worked together as a team?

41. Did your team encounter any barriers to getting together to discuss how things were going?

_____ YES

41a. What barriers did your team encounter?

41b. Was your team able to overcome these barriers?

_____ YES

41c. How were you able to overcome these barriers?

_____ NO

41d. Why was your team unable to overcome these barriers?

_____ NO

42. How satisfied are you with your team getting together to discuss how things were going?

42a. Very satisfied
42b. Somewhat satisfied
42c. A little satisfied
42d. Not at all satisfied

42e. Please describe why you were (Very, Somewhat, A little, Not at all) satisfied with the evaluation aspect of your team's collaboration.

42f. Is there anything you can think of that would help you feel more satisfied with the evaluation aspect of your team's collaboration?

43. How satisfied are you with your role and responsibilities as a member of your team?

43a. Very satisfied
43b. Somewhat satisfied
43c. A little satisfied
43d. Not at all satisfied

43e. Please describe why you were (Very, Somewhat, A little, Not at all) satisfied with your role and responsibilities on your team.

43f. Is there anything you can think of that would help you feel more satisfied with your role and responsibilities as a member of your team?

Section Four: Administrative support provided to facilitate inclusion and collaboration

I. Administrative support for teachers

44. Did you and the other teacher on the team receive administrative support to implement NEXT S.T.E.P. within a general education class?

_____ **YES**
44a. Describe the support, who provided the support and whether or not it was helpful.

_____ **NO**
44b. Do you think this type of support might have been helpful?

44c. Did you make attempts to receive this type of support?

44d. Why was no support received?

45. Did you and the other teacher on the team receive administrative support to implement NEXT S.T.E.P. within an inclusive class?

_____ **YES**
45a. Describe the support, who provided the support and whether or not it was helpful.

_____ **NO**
45b. Do you think this type of support might have been helpful, and if so, how?

45c. Did you make attempts to receive this type of support?

45d. Why was no support received?

46. Did you and the other teacher on the team receive administrative support to coordinate your teaching schedules so you could teach NEXT S.T.E.P. collaboratively?

_____ **YES**
46a. Describe the support, who provided the support and whether or not it was helpful.

_____ **NO**
46b. Do you think this type of support might have been helpful, and if so, how?
46c. Did you make attempts to receive this type of support?
46d. Why was no support received?

47. Did you and the other teacher on the team receive administrative support for designating common planning and evaluation time as part of your regular teaching load?

_____ **YES**
47a. Describe the support, who provided the support and whether or not it was helpful.

_____ **NO**
47b. Do you think this type of support might have been helpful, and if so, how?

47c. Did you make attempts to receive this type of support?

47d. Why was no support received?

II. Barriers to administrative support

48. Did your team encounter any barriers to receiving administrative support?

___ YES

48a. What barriers did you encounter?

48b. Was your team able to overcome these barriers?

____YES

48c. How were you able to overcome these barriers?

_____NO

48d. Why were you unable to overcome these barriers?

_____NO

49. How satisfied are you with the administrative support you received?

49a. Very satisfied
49b. Somewhat satisfied
49c. A little satisfied
49d. Not at all satisfied

49e. Please describe why you were (Very, Somewhat, A little, Not at all) satisfied with the administrative support you received.

49f. Is there anything you can think of that would help you feel more satisfied with administrative support?

Section Five: Connections made between NEXT S.T.E.P. and general education reform initiatives in New York State.

I. relationship between NEXT S.T.E.P. and exit documents

50. Was the class in which NEXT S.TE.P. was embedded credit bearing?

_____ YES

50a. What value do you see, if any, to having NEXT S.T.E.P. as part of a credit-bearing class as opposed to non-credit bearing?

_____ NO

50b. Why not?

50c. What value do you see, if any, to having NEXT S.T.E.P. as part of a credit-bearing class as opposed to non-credit bearing?

51. Was the class in which NEXT S.TE.P. was embedded required for the attainment of an exit document?

_____ YES

51a. What value do you see, if any, to having NEXT S.T.E.P. as part of a class that is required for the attainment of an exit document?

_____ NO

51b. Why not?

51c. What value do you see, if any, to having NEXT S.T.E.P. as part of a class that is required for the attainment of an exit document?

I. Relationship between student assessments as a consequence of participating in the NEXT S.T.E.P. curriculum and other types of students assessments.

52. Did you use any of the NEXT S.T.E.P. assessments or activities (e.g., TSI, student plan sheets, goal completion) to measure student progress toward passing the class in which NEXT S.T.E.P. was embedded?

_____ YES

52a. What assessments or activities did you use to evaluate students' progress?

52b. How valuable do you think using these assessments or activities were in measuring student progress toward passing your class?

_____ NO

52c. Why not?

52d. How valuable do you think it could be to use these assessments or activities in measuring student progress toward passing your class?

53. Did you use any of the NEXT S.T.E.P. assessments or activities (e.g., TSI, student plan sheets, goal completion) as part of students' portfolio assessments?

_____YES

53a. What assessments or activities did you use as part of student portfolios?

53b. How valuable do you think it was to use these assessments or activities as part of the students' portfolios?

_____NO

53c. Why not?

53d. How valuable do you think it could be to use these assessments or activities in students' portfolios?

54. Do you think there is any relationship between standards in New York and the NEXT S.T.E.P. curriculum?

_____**YES**

54a. Describe the nature of these relationships.

54b. Describe anything you have done to explore or take advantage of these relationships.

_____**NO**

III. Barriers in making connections between NEXT S.T.E.P. and general education reforms.

55. Did your team encounter barriers in terms of making connections between NEXT S.T.E.P. activities or assessments and any of the things we just talked about (e.g., measuring student progress in the class, embedding it within a credit-bearing class, portfolios, exit documents, or NY standards)

___ **YES**

55a. What barriers did you encounter?

55b. Was your team able to overcome these barriers?

____**YES**

55c. How were you able to overcome these barriers?

_____**NO**

55d. Why were you unable to overcome these barriers?

_____**NO**

Section Six: Description of student outcomes

As you know, we have asked you to complete a post-curriculum questionnaire for each student in your class. The questionnaires will help us understand how well your students did in terms of developing and completing goals and sharing their plans and accomplishments. The following questions will help us understand what types of barriers you or your students encountered while working through the NEXT S.T.E.P. curriculum.

I. Barriers to positive student outcomes

56. Did your team encounter barriers with students writing transition goals?

___ **YES**

56a. What barriers did you encounter?

56b. Was your team able to overcome these barriers?

____**YES**

56c. How were you able to overcome these barriers?

_____NO

56d. Why were you unable to overcome these barriers?

_____NO

57. Did your team encounter barriers with students working on transition goals in one or more of the transition goal areas?

___ YES

57a. What barriers did you encounter?

57b. Was your team able to overcome these barriers?

____YES

57c. How were you able to overcome these barriers?

_____NO

57d. Why were you unable to overcome these barriers?

_____NO

58. Did your team encounter barriers with students accomplishing transition goals in one or more of the transition goal areas?

___ YES

58a. What barriers did you encounter?

58b. Was your team able to overcome these barriers?

____YES

58c. How were you able to overcome these barriers?

_____NO

58d. Why were you unable to overcome these barriers?

_____NO

59. Did your team encounter barriers with student transition planning meetings in which their future plans were discussed?

___ YES

59a. What barriers did you encounter?

59b. Was your team able to overcome these barriers?

____YES

59c. How were you able to overcome these barriers?

_____NO

59d. Why were you unable to overcome these barriers?

_____NO

60. How satisfied are you with the outcomes achieved by your students as a consequence of participating in NEXT S.T.E.P.?

60a. Very satisfied
60b. Somewhat satisfied
60c. A little satisfied
60d. Not at all satisfied

60e. Please describe why you were (Very, Somewhat, A little, Not at all) satisfied with outcomes achieved by your students as a consequence of participating in NEXT S.T.E.P.

60f. Is there anything you can think of that would help you feel more satisfied with outcomes achieved by your students as a consequence of participating in NEXT S.T.E.P.?

61. Do you think teaching NEXT S.T.E.P. in an inclusive class enhanced student outcomes?

_____ YES

61a. Please describe your reasons.

_____ NO

61b. Please describe your reasons.

62. Do you think teaching NEXT S.T.E.P. as a collaborative team enhanced student outcomes?

_____ YES

62a. Please describe your reasons.

_____ NO

62b. Please describe your reasons.

Section eight: Sustainability of the Model

63. Do you plan to continue to teach NEXT S.T.E.P. in an inclusive setting when this project is completed?

_____ YES

63a. What changes, if any, will be made in how NEXT S.T.E.P. is implemented in an inclusive setting?

63b. What strategies will be used to continue to implement NEXT S.T.E.P. in an inclusive setting?

_____ **NO**

63c. Why not?

63d. Will someone else at your school implement NEXT S.T.E.P. in an inclusive setting?

64. Do you plan to continue implementing the curriculum using a collaborative approach?

_____ **YES**

64a. What changes, if any, will be made in how team members collaborate?

64b. Will the same team members participate?

  _____ **YES**

  64c. Describe how and why the team will remain intact?

  64d. Will additional team members be recruited, and if so, how?

  _____ **NO**

  64e. Who will continue?

  64f. Why will certain team members continue or not continue?

  64g. Will additional team members be recruited, and, if so, how?

_____ **NO**

64h. Why not?

64i. Will someone else at your school implement NEXT S.T.E.P. using a collaborative approach, and if so how?

R. Sustainability Interview Tool

NEXT S.T.E.P. Follow-up Interview with Collaboration Teachers:

We are calling to ask just a few questions because you were involved in our pilot project studying a model of teaching NEXT S.T.E.P. collaboratively in an inclusive classroom.

1. Have you continued to use any parts of the NEXT S.T.E.P. curriculum in your class since the project has ended?

NO:

1a. Please describe your reasons for discontinuing the use of the curriculum.

- Not using NEXT S.T.E.P. collaboratively
- Not able to teach NEXT S.T.E.P. in an inclusive class
- NEXT S.T.E.P. does not fit in with other content of class
- Too many other requirements such as Regents exams, etc.
- Others?

1b. Are you using any other curricula to continue to teach self-directed transition planning in your school? If so, please describe what you are using.

1c. Do you believe that NEXT S.T.E.P. or some other curricula designed to teach self-directed transition planning will be used in the future by you or someone else in your school? Why or why not?

1d. What types of supports would assist you or others in your school in teaching self-directed transition planning to your students?

1e. Please describe any barriers you have experienced teaching NEXT S.T.E.P. collaboratively either while you were participating in the pilot project and/or since the project ended.

1f. Please describe any barriers you have experienced teaching NEXT S.T.E.P. in an inclusive class either while you were participating in the pilot project and/or since the project ended.

YES:

2. Are you currently using the first or second edition of the NEXT S.T.E.P. curriculum?

3. There are many possibilities for how teachers continue to use NEXT S.T.E.P. over time ranging from using only a few lessons in a particular topic area, to continuing implementation of the entire curriculum. I will read through a list of aspects of the curriculum, and if you could tell me which aspects you are still using, I will record this.

_____ Introductory lessons
_____ Lessons on self-exploration
_____ Lessons on self-evaluation
_____ Developing transition plans in at least one area
_____ Implementing transition plans where students have a chance to work on activities leading to their goals.
_____ Sharing accomplishments at a self-directed transition planning meeting or other "capstone" event.

4. Are you continuing to use NEXT S.T.E.P. in a classroom that is inclusive of both general education and special education students?

NO:

4a. Please describe why you are no longer teaching NEXT S.T.E.P. in an inclusive classroom.

4b. Describe any barriers you have experienced teaching NEXT S.T.E.P. in an inclusive classroom.

4c. Please describe any supports that you think would enable you to teach NEXT S.T.E.P. in an inclusive classroom.

Move to question #5.

YES:

4d. Please describe the constitution of students in your classroom.

4e. Please describe any practices you use in your classroom to enhance inclusion, such as cooperative learning strategies, peer tutoring, group work, etc.

4f. Please describe what has worked well in terms of teaching NEXT S.T.E.P. in an inclusive classroom.

4g. Describe any barriers you have experienced teaching NEXT S.T.E.P. in an inclusive classroom.

4h. Please describe any support that would make it easier teach NEXT S.T.E.P. in an inclusive classroom.

5. Are you continuing to teach NEXT S.T.E.P. with a collaborative teaching model?

NO:

5a. Please describe why you are no longer teaching NEXT S.T.E.P. collaboratively.

5b. Describe any barriers you have experienced teaching NEXT S.T.E.P. with a collaborative teaching model.

5c. Please describe any support that you think it would take to enable you to teach NEXT S.T.E.P. collaboratively.

Move to question #6

YES:

5c. Who are the members participating in your collaborative teaching efforts (e.g., SpEd, GenEd, parent, students?)

5d. How are teaching and administrative duties distributed among members of your collaborative team?

5e. How are you managing planning time to teach NEXT S.T.E.P. collaboratively?

5f. Please describe what has worked well in terms of teaching NEXT S.T.E.P. with a collaborative approach.

5g. Describe any barriers you have experienced teaching NEXT S.T.E.P. collaboratively.

5h. Describe any support that would make it easier to teach NEXT S.T.E.P. collaboratively.

6. If you were no longer able to teach NEXT S.T.E.P., for whatever reason, what do you think it would take to keep NEXT S.T.E.P. or some other approach to self-directed transition planning active in your school utilizing a collaborative teaching model in inclusive classrooms?
7. Do you think the success you have achieved in obtaining administrative support would transfer to another teacher if you were no longer able to teach NEXT S.T.E.P. with this model?
8. Have you been able to make any connections between the NEXT S.T.E.P. curriculum and New York standards?
9. Do you have any examples of products you have created like rubrics connecting NEXT S.T.E.P. to New York standards that you would be willing to share with us?
10. Did you receive a copy of the NEXT S.T.E.P. Users' Guide that was written based on outcomes of this study?
11. Have you had a chance to look at the Users' Guide?

NO:

11a. We were hoping the Users' Guide would be helpful to teachers, but if teachers aren't looking at it, we would like to know the reasons why. Can you tell me why you have not reviewed the Users' Guide?

YES:

11b. Have you found the Users' Guide helpful to you in any way?

11c. Can you tell me your opinion of the presentation format

- ❖ What you liked or didn't like about the format or structure.
- ❖ What do you think about the length of the document?
- ❖ Have you used the tables in the back to make any connections between NEXT S.T.E.P. and NY standards?
- ❖ Do you have any suggestions to make the Users' Guide more helpful to teachers?

S. Mapping of NEXT S.T.E.P. curriculum to New York Learning Standards

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR THE ARTS (REVISED EDITION - APRIL 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Write monologues and scenes to communicate ideas and feelings.	8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.
			12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.
		p. 7: Enact experiences through pantomime, improvisation, play writing, and script analysis.	8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.
			12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.
		p. 7: Use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings.	5	p. 73: Activity 2	Act our skills that students do and don't do well.
			8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.
			9	p. 130: Next Steppin' Charades	Act out Next Step activities.
			12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.

NOTE: ALL STANDARDS ARE "COMMENCEMENT GENERAL EDUCATION" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR THE ARTS (REVISED EDITION - APRIL 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.	3	p. 50: Activity 3	Create a collage representing likes and dislikes.
			3	p. 51: Transition Planners	Create a personalized Transition Planner (portfolio).
			4	pp. 61-62: Tip - Create Hopes & Dreams Wall	Create a mural on the classroom wall to illustrate hopes and dreams.
			5	pp. 75-76: Focusing on the Talents	Use pencil, crayon and paint on paper to illustrate what students do well and don't do well.
			8	p. 110: Secret Message Activity	Create a pencil and paint work depicting skills the student wants to learn or improve.
			10	p. 146: Sand Painting	Create a progressive sand painting showing progress toward a goal.
			13	p. 189: My Life Activity	Create a collage depicting the student's personal life activities and interests.
Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Dance - Students will know how to access dance and dance-related materials from libraries, resource centers, museums, studios and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.	p. 14: Know about regional performance venues which present dance and how to purchase tickets and access information about events.	14	pp. 204-206: Work on Living on Your Own Goal B	Learn more about community resources including recreational and cultural events.
			13	pp. 185-188: Work on Personal Life Goal A.	Explore new ways to use leisure time.

NOTE: ALL STANDARDS ARE "COMMENCEMENT GENERAL EDUCATION" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR THE ARTS (REVISED EDITION - APRIL 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
		p. 14: Know about educational requirements of dance-related careers.	12	p. 168-169: Complete student plan sheet for Education and Training goal	Choose a goal based on recorded hopes and dreams, and likes and dislikes.
Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Music - Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.	p. 14: Participate as a discriminating member of an audience when listening to performances from a variety of genres, forms, and styles.	14	pp. 204-206: Work on Living on Your Own Goal B	Choose activities related to learning more about community resources including recreational and cultural events. Develop a plan for goal completion and monitor progress.
			13	pp. 185-188: Work on Personal Life Goal A.	Choose activities related to exploring new ways to use leisure time. Develop a plan for goal completion and monitor progress.
		p. 14: Understand a broad range of career opportunities in the field of music, including those involved with funding, producing, and marketing musical events.	9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.
Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Theatre - Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.	p. 15: Visit local theatrical institutions and attend theatrical performances in their school and community as an individual and part of a group.	14	pp. 204-206: Work on Living on Your Own Goal B	Choose activities related to learning more about community resources including recreational and cultural events. Develop a plan for goal completion and monitor progress.

NOTE: ALL STANDARDS ARE "COMMENCEMENT GENERAL EDUCATION" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR THE ARTS (REVISED EDITION - APRIL 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			13	pp. 185-188: Work on Personal Life Goal A.	Choose activities related to exploring new ways to use leisure time. Develop a plan for goal completion and monitor progress.
		p. 15: Understand a broad range of vocations/avocations in performing, producing, and promoting theatre.	9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.
			9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job applications, mock job interviews, and job shadowing to learn about careers in the arts.
Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Visual Arts - Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate material (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	p. 15: Understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art (d).	9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.
			9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job applications and job interviews, and job shadowing to learn about careers in the arts.

NOTE: ALL STANDARDS ARE "COMMENCEMENT GENERAL EDUCATION" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION - JULY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Complete the development of a career plan that would permit eventual entry into a career option of their choosing.	9	pp. 119-126: Develop a Jobs Student Plan Sheet.	Choose a goal that matches interests and skills and develop a plan for completing the chosen goal.
			10	p. 144: Students choose Next Steps to complete a goal in the Job area.	Choose and work on activities to complete a goal in the Job area.
			11	p. 160: Students complete a Job goal.	Meet standard for goal completion and complete a Job goal.
		p. 3: Apply decision-making skills in the selection of a career option of strong personal interest.	9	pp. 120-126: Students choose a goal in the Job area.	Select a goal in the Job area based on outcomes from self-exploration and self-evaluation activities and amount of job experience.
		p. 3: Analyze skills and abilities required in a career option and relate them to their own skills and abilities.	9	p. 130: Job Goal Suggestions (enhancement activities)	Explore various job requirements and relate their strengths to justify why they would be good at the job and also relate what they need to learn or do better in order to obtain job.
			9	p. 128: Want Ad Scavenger Hunt - job research and analysis	Research various jobs found in newspaper and identify existing or needed skills to be qualified for that job.
			9	pp. 133-140: Students present evidence of meeting standards for Job goal completion.	Present and understand the relationship between the requirements of a job and their own skills and abilities.
CDOS 2 - Integrated Learning	Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	p. 5: Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.	9	p. 130: Job Goal Suggestions (enhancement activities)	Interview employers about skills required and related to academic need.
			12	p. 170: Vocational Representatives - research various vocational training programs and career options	Research various career options including training cost, length of program, and job placement options upon completion.
			12	pp. 176-177: Education and Training Goal B.	Select vocational training that relates to a variety of occupational opportunities.

NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION - JULY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
		p. 5: Research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.	9	pp. 133-140: Present evidence of meeting Job goal standards.	Develop work samples, reports, and other items to include in their goal completion presentation. Identify the relationship between different types of skills required for jobs/careers explored, sampled and selected.
CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.	1	p. 29: Panel of former students.	Participate in a discussion about transition issues.
			4	p. 62: Interview support person about their hopes and dreams.	Interview an adult support person.
			9	p. 127: Punctuality Counts - mock court or debate option	Read case study and listen to opponent's argument. Analyze information in order to present verbal defense of position.
			9	p. 130: Job Goal Suggestions	Participate in a mock job interview.
			12	p. 171: Been There - Doin' That (panel discussion with college students)	Participate in a discussion about college.
			14	p. 209: Hey, Wait a Minute! - research and letter to representative	Research a social issue and write letter to local or state representative to argue for a specific solution. Class discussion about student reactions to the experience.
			14	pp. 207-208: Been There - Doin' That (panel of people living on their own)	Participate in a discussion about living on your own.

NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION - JULY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.	8	pp. 103-106: Processing the TSI	Identify personal strengths and areas for improvement. Evaluate discrepancies among various TSI respondents.
			8	pp. 105-107: Understand TSI profile report.	Learn strategies to improve or work around skill deficits.
			8	p. 110: Problem solving for skills deficits.	Develop strategies to cope with skills deficits.
			9	p. 127: Punctuality Counts - mock court or debate	Read case study and listen to opponent's argument. Analyze information in order to present verbal defense of position.
			10	pp. 141-156: Choosing Next Steps.	Prioritize a number of possible activities toward goal completion. Choose one activity to be completed in a week. Choose criteria for activity completion.
			14	p. 209: Hey, Wait a Minute! - research and letter to representative	Research a social issue and write letter to local or state representative to argue for a specific solution. Class discussion about student reactions to the experience.
			16	pp. 229-234: Problem solve plan implementation.	Recognize obstacles to goal completion and develop steps to solve problem or work around obstacles.
CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.	8	p. 103: Discussing discrepancies in TSI profile report.	Listen and understand discrepancies in ratings of skills between self-assessment and assessments completed by others.
			9	pp. 117-140: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			10	pp. 141-156: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			11	pp. 157-162: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.

NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION - JULY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			11	p. 158: Share progress toward completion of Next Step.	Give and receive constructive criticism regarding activity completion.
			12	pp. 163-182: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			13	pp. 183-202: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			14	pp. 203-220: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			15	pp. 225-226: Input from participants in role play and transition planning meetings.	Listen and incorporate input from participants into transition plan.
			15	pp. 226-227: Review materials needed for the transition meeting.	Plan and prepare for transition meeting presentation.
			16	pp. 231-232: Completing the "What's Next?" worksheet.	Identify needed assistance and potential resources to overcome obstacles and continue follow-through work on goals.
CDOS 3a - Universal Foundation Skills	Interpersonal Skills - Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.	p. 15: Communicates effectively and help others to learn a new skill.	8	p. 107: Group problem solve to identify ways others might improve or work around a skill.	Assist others in developing ways to improve skills.
			13	p. 188-189: Mini Workshops - presentation about personal activity, interest or talent	Present 5- to 10-minute talk about activity, interest or talent to class.
			15	p. 226: Role play a transition planning meeting.	Give and receive feedback about transition plans and progress.
			16	p. 231: Group problem solve to help others identify ways to overcome obstacles in goal completion.	Give and receive feedback about strategies to overcome obstacles to goal completion.

NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION - JULY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.	9	pp. 120-126: Work on a Jobs Goal	Choose a Jobs goal, choose and work on an activity and monitor progress and next steps for improvement.
			9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.
			12	pp. 168-169: Work on an Education and Training Goal	Choose an Education and Training goal, choose and work on an activity and monitor progress and next steps for improvement.
			13	pp. 187-188: Work on a Personal Life Goal	Choose a Personal Life goal, choose and work on an activity and monitor progress and next steps for improvement.
			14	p. 207: Apartment Search	Determine allocation of resources while researching local apartment housing options.
			14	p. 207: How Are We Getting There?	Determine allocation of resources while planning a trip using public transportation.
			14	p. 208: Searching for Wheels	Determine allocation of resources while investigating personal transportation options.
			14	pp. 208-209: Personal Finance	Determine allocation of financial resources while learning about different bank accounts, writing checks and other financial matters.
			14	pp. 205-206:Work on a Living on Your Own Goal	Choose a Living on Your Own goal, choose and work on an activity and monitor progress and next steps for improvement.

NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses.	9	p. 128: Want Ad Scavenger Hunt - Reading want ads to understand jobs.	Interpret and analyze information in the newspaper to understand different jobs.
			14	p. 209: Hey, Wait a Minute - Reading various sources of information about a community issue.	Analyze information from a variety of sources and form an opinion about a community issue.
		p. 4: Synthesize information from diverse sources and identify complexities and discrepancies in the information.	8	p. 108: Skill Summary Sheet - Reading and understanding profile report and summarizing skills.	Read profile report, understand and interpret discrepancies from different sources, synthesize ratings and summarize strengths, and areas for improvement on summary sheet.
		p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.	4	pp. 61-62: Activity #2 - Creating and sorting dream cards.	Identify and prioritize hopes and dreams.
			6	pp. 81-82: Discussion on the topic of taking tests	Discuss and understand the differences between testing and self-evaluation.
			8	pp. 103-104: Looking for discrepancies among ratings.	Interpret ratings from multiple sources.
			9	pp. 122-123: Choose Jobs goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Jobs goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.

NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			12	p. 168: Choose Education and Training goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Education and Training goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.
			13	p. 187: Choose Personal Life goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Personal Life goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.
			14	p. 205: Choose Living On Your Own goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Living On Your Own goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.
			14	p. 207: Apartment Search - housing research activity	Read about local apartment housing options, visit apartments to learn more information and engage in group discussion about features and differences of housing options
			14	p. 207: How are we getting there? - research public transit options	Read public transit information and determine the best route and schedule a trip
			14	p. 206: Searching for Wheels - research personal auto costs	Read newspaper auto ads. Gather verbal information from auto dealers and insurance companies. Determine advantages and disadvantages of owning a car.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			14	p. 208-209: Personal Finance - research banking information	Listen to presentation about banking services. Engage in group discussion about various types of banking services and relative value for different potential customers.
ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Present a controlling idea that conveys an individual perspective and insight into the topic.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present and discuss proposed solution to case study scenario using a mock court or debate presentation format.
			13	pp. 188-189: Mini Workshop - plan and present information about a personal activity, talent or interest.	Speak to the class about a personal activity, talent or interest.
			14	p. 209: Hey, Wait a Minute - social concern activity	Write a letter to a local or state representative relaying personal perspective on the solution to a social concern.
		p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.	8	pp. 104-106: Identify Skills that are Strengths	Compare and contrast skills to identify strengths and areas for needed personal development.
			9	pp. 119-126: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.
			10	p. 144: Complete Next Step Worksheet	Break down activities into smaller logical sequential steps that will lead to achievement of an activity.
			12	pp. 168-169: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.
			13	pp. 187-188: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			14	pp. 205-206: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.
		p. 4: Support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present argument and related evidence about proposed solution to case study scenario in mock court or debate activity.
ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.	1	p. 30: Haiku Plans - writing activity	Use the literary form of Haiku poetry to write about the importance of planning for the future.
			4	p. 63: Futuristic Poetry - writing activity	Use the literary form of writing poetry in couplets to write about hopes and dreams.
			8	p. 109: Character Improvisation Skits - writing activity	Use the literary form of short story to write and read aloud / act out a short story based on a personal strength.
			8	pp. 109-110: Acrostic Poem - writing activity	Use the literary form of acrostic poetry to write about a personal strength.
			12	p. 170: Jammin' Alternatives - writing activity	Use the literary form of rap lyrics to write and present a rap about the alternative ways to finish high school.
ELA 3 - Language for Critical Analysis and Evaluation	Listening and Reading - Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.	p. 12: Analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism.	14	p. 209: Hey, Wait a Minute - research a social issue	Read information from various sources about a social issue. Analyze the material to develop potential solutions.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	In a mock court or debate setting, present rationale for proposed solution to case study scenario.
			14	p. 209: Hey, Wait a Minute - write about social issue	Write a letter to a local or state representative presenting an analysis of a potential solution(s) to a social issue.
			9	pp. 133-140: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.
			12	pp. 174-181: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.
			13	pp. 192-199: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.
			14	pp. 211-218: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.
		p. 12: Make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present details and evidence from the case study to persuade the group to adopt a specific solution.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
		p. 12: Monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	In a mock court or debate setting, adjust one's oral presentation in order to respond to opponent's presentation.
		p. 12: Use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Use debate skills in a formal debate or mock court setting.
ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.	1	pp. 23-24: Overview video and discussion	Engage in group discussion about video content and components of transition planning process.
			2	pp. 36: Video vignette and discussion	Engage in group discussion about video content.
			3	pp. 48-49: Video vignette and discussion	Engage in group discussion about video content.
			3	p. 50: How likes and dislikes can be used in transition planning	Engage in discussion of relationship between likes and dislikes and choices in four transition planning areas.
			5	pp. 73-74: Discussion of relationship of strengths and weaknesses to transition planning	Engage in group discussion about relationship between transition planning and the things one does well and does not do well.
			6	p. 81: Video vignette and discussion	Engage in group discussion about video content.
			9	p. 119: Video vignette and discussion	Engage in group discussion about video content.
			9	p. 127: Punctuality Counts (discussion) - case study scenario	Engage in group discussion about case study scenario.
			9	pp. 128-129: What Do I Do? - job skills discussion	Engage in individual conversations about job related skills and activities.
			15	p. 223: Video vignette and discussion	Engage in group discussion about video content.

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STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			16	p. 230: Video vignette and discussion	Engage in group discussion about video content.
		p. 16: Express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation.	8	p. 105: Celebrating strengths	Speak to class and share individual strengths. Listen for feedback from class members about additional strengths.
			11	p. 159: Students share their Next Steps	Speak to class and small groups and share progress in accomplishing Next Steps. Listen to and incorporate feedback from class members.
			16	p. 232: Celebrating accomplishments	Speak to class and share individual curriculum accomplishments.
		p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.	1	p. 29: Panel of Former Students	Prepare interview questions and engage in question and answer session with peer group panel.
			4	p. 62: Interview Support Person about Hopes and Dreams	Individually interview an adult and engage in class discussion about interview results.
			9	p. 130: Job Goal Suggestions (Job shadow, mock interviews, etc.)	Listen to employer presentations, participate in mock job interviews, and talk with an adult in a job shadow setting.
			12	p. 171: Been There - Doin' That (panel discussion with college students)	Prepare interview questions and engage in question and answer session with a panel of college students.
			14	pp. 207-208: Been There - Doin' That (panel discussion with people already living on their own) -	Prepare interview questions and engage in question and answer session with a panel of people living on their own.

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STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			15	p. 226: Role Play and Conduct a Transition Planning Meeting	Conduct a transition planning meeting including greeting participants, delivering a welcoming statement, introducing participants, sharing goals and accomplishments, listening to participant input, and delivering a closing statement.
ELA 4 - Language for Social Interaction	Reading and Writing - Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.	p. 16: Use a variety of print and electronic forms for social communication with peers and adults.	2	pp. 37-38: Profile Activity	Read paragraphs and write down answers to questions in small groups, and share answers with other class members.
			15	p. 227: Creating Invitations to Meeting	Create written invitations to attend personal planning meeting.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS (REVISED EDITION - MAY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Health Education - Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.	p. 6: Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.	13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Physical Education - Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.	p. 6: Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs.	13	pp. 186-188: Personal Life Goal C	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Home Economics - Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	p. 7: Adjust their own diet to accommodate changing levels of activity or to meet their nutritional needs throughout the life cycle.	13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
		p. 7: Take reasoned action toward reaching personal health goals.	13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
			13	pp. 186-188: Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD LEARNING STANDARDS FOR HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS (REVISED EDITION - MAY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Health Education - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	p. 12: Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them.	14	p. 209: Hey, Wait a Minute! - social issue activity	Recognize hazardous condition in the community and research the social impact. Write a letter to a local or state representative proposing a solution to the problem.
		p. 12: Evaluate personal and social skills which contribute to health and safety of self and others.	8	pp. 91-99: Complete TSI Ratings	Rate self on personal and social skills.
			9	pp. 104-106: Understand TSI Ratings	Identify strengths and weakness related to personal and social skills.
			13	pp. 186-188: Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Physical Education - Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.	p. 12: Demonstrate responsible personal and social behavior while engaged in physical activities.	13	pp. 186-188: Personal Life Goal B	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.

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LEARNING STANDARDS FOR HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS (REVISED EDITION - MAY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
		p. 12: Accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity.	13	pp. 186-188: Personal Life Goal C	Choose activities related to the goal of improving physical, mental or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Home Economics - Students will know the basic principals of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	p. 13: Apply housing principles (e.g., design and safety) to meet the needs of family members of all ages and abilities.	14	pp. 205-206: Goal A - Living on Your Own	Choose activities related to the goal of living on your own. Develop a plan for goal completion and monitor progress.
			14	p. 207: Apartment Search	Research local apartment housing options and evaluate based on family needs.
		p. 13: Understand essential requirements for selecting and maintaining a home.	14	pp. 205-206: Goal A - Living on Your Own	Choose activities related to living on your own. Develop a plan for goal completion and monitor progress.
			14	p. 207: Apartment Search	Research local apartment housing options and evaluate based on family needs.
Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Health Education - Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	p. 18: Demonstrate the ability to access community health services for self and others.	14	pp. 205-206: Work on Living on Your Own Goal B.	Choose activities related to the goal of learning how to use community resources. Develop a plan for goal completion, implement plan, record progress toward goal completion.

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STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
		p. 18: Demonstrate advocacy skills in promoting individual, family and community health.	14	p. 209: Hey, Wait a Minute! - social issue activity	Demonstrate advocacy skills by researching a social issue and writing a letter to a local or state representative proposing a solution to the problem.
			14	pp. 205-206: Work on Living on Your Own Goal C.	Choose activities related to the goal of learning how to be a good citizen. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Physical Education - Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.	p. 18: Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.	9	pp. 120-126: Goal A - Research Jobs	Choose activities related to Education and Training goals. Develop a plan and monitor progress.
			12	pp. 166-169: Education and Training Goals	Choose activities based on education and training goals. Develop a plan and monitor progress.
Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.				

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LEARNING STANDARDS FOR HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS (REVISED EDITION - MAY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
		p. 19: Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.	9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.
			13	p. 185: Alternate Activity	Group brainstorm to find activities that could relate to the following goals: using leisure time, getting along with others, and improving physical, mental, or spiritual health. Discuss how activities relate to one or more goal.
			14	pp. 204-206: Choose a Living on Your Own Goal.	Choose an activity related to living on your own. Work on activity and monitor progress.
		p. 19: Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.	14	p. 207: Apartment Search	Understand the basics of budgeting for housing costs.
			14	p. 208: Searching for Wheels	Understand the basics of budgeting for transportation costs.
			14	pp. 208-209: Personal Finance	Understand the basics of budgeting and how to use banking services.
			14	pp. 211-212: Living on Your Own Goal A, Activity B	Learn how to develop a budget.
		p. 19: Analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals.	9	pp. 119-126: Develop a Jobs Goal Student Plan Sheet.	Choose a goal in the Jobs goal area that matches students' interests and skills and develop a plan for completing the chosen goal.
		p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).	9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.

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LEARNING STANDARDS FOR HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS (REVISED EDITION - MAY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job interviews, and job shadowing.
			9	pp. 120-126: Work on a Jobs Goal	Choose a Jobs goal. Choose and work on an activity and monitor progress and next steps for improvement.
			13	pp. 186-188: Set and achieve Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.
			14	p. 207: How Are We Getting There?	Use problem solving and time management skills to plan a trip on public transportation.

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T. Train-the-trainer Agenda and Materials

Next Step
Train the Trainer
Day One Agenda

8:00-8:30	Continental Breakfast	Training Lobby
8:30-9:00	Registration and Material Pick up	Training Lobby
9:00-9:15	Next Step Workshop Materials	Rand Conference Room
9:15-10:45	Getting to know you Introductions Activity One	Rand Conference Room
10:45-11:00	Break	Refresh Drinks
11:00-12:00	Next Step Background Bonnie Doren U of O Nancy Lauria-SED Activity Two	Rand Conference Room
12:00- 12:45	Buffet Lunch	Restaurant
12:45-2:00	Self Exploration/Evaluation Using the TSI Activity Three	Rand Conference Room
2:00-2:15	Break	Cookies and Drinks
2:15-3:30	Inclusive Classroom Using the lessons Activity Four	Rand Conference Room
3:30-4:00	Closure & Agenda Review Opportunity to Evaluate Activity Five	Rand Conference Room

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Next Step
Train the Trainer
Day Two Agenda

8:00-9:00	Continental Breakfast	Training Lobby
9:00-9:10	Warm Up Activity Haiku Plans-Enrichment	Rand Conference Room
9:10-9:15	Inclusive Lessons Learn the Content Activity Six	Rand Conference Room
9:15-9:30	Lesson One	
9:30-9:45	Lesson Two	
9:45-10:00	Lesson Three	
10:00-10:15	Lesson Four	
10:15-10:30	Lesson Five	
10:30-10:45	Break	
10:45-11:00	Lesson Eight	
11:00-11:15	Lesson Nine A	
11:15-11:30	Lesson Nine B	
11:30-11:45	Lesson Nine C	
11:45-12:30	Buffet Lunch	Restaurant
12:30 -2:00	Collaborative Planning Preparing Your Training Activity Seven	
2:00-2:15	Break	Cookies and Drinks
2:15- 3:30	Sharing Your Goals" "Transition Meeting" Activity Eight	Rand Conference Room
3:30-4:00	Graduation Celebration	Rand Conference Room

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Getting To Know You
Activity One

Directions:

- Create partners
  Trainer may use a variety of techniques to develop working pairs of participants
- In partners respond to *Transition in My Life*
  Form has been modified for this activity (20 minutes)
- Be prepared to share you partners response with the entire team (40 minutes)
  Each team will move to the front and share their partner's responses with the entire group
- As teams share their responses they will come up front and locate their home town/street on a large map.
  For the purpose of this activity we will site hometown locations, in other trainings with participants in closer proximity you may use streets/ counties or school locations
- Pictures will be snapped of each team member and added to their home town/street
  This is optional but allows a visual and may serve to "warm-up" the group
- The facilitators will model this process first

Purpose:

- Work with the curriculum/video/manual
- Introduce the training team
- Develop a support network for future trainings
- Provide a visual
- Allow participants to move
- Demonstrate modifications

Materials:

- Large Map Of New York State
- Polaroid Camera and Film
- Personal Name Tags
- Training Pages *Transition in My Life*

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Next Step in New York State
Activity Two

Directions:

- Participants will hear the historical background of *Next Step*
  10 Minute overview & slide presentation
- Participants will view the *Introduction & Student Benefits*
  3 minute 30 second video clip
- Participants will hear the State Education perspective of Next Step Curriculum
  30 minute overview
- Participants will view *School Connections to Standards and Reform*
  2 minute video clip
- Participants will develop questions they developed related to activity two
  These questions will be used on day two

Purpose:

- Provide history of Next Step
- Introduce one of the authors- Bonnie Doren
- Take a look at the big picture of how Next Step fits
- Provide a State of Education perspective-Nancy Lauria
- Allow participants to sit, listen and question

Materials:

- Overhead/video projector/VCR presentation
  Each trainer may decide the method of presenting the visual
- Power cord and source
- CD and curriculum & training packet

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Self Evaluation/Exploration
Activity Three

Directions:

- Participants will team into groups of four
  Trainer may use a variety of techniques to develop working pairs of participants
- Team participants will take the TSI
  The form provided in the training packet has been modified (spaces added) original version can be found in the Next Step student workbook
- Team members will also create additional questions related to the topic area of their choice
  Each member will choose a topic area I.e. Jobs, Leisure Skills etc. This modification allows trainer and, in the future, the teacher an opportunity to add specific questions related to the individual or class
- Team members will role-play the process of ranking their partners. Group members will take the role of student, teacher/ parent and observer.
  Each member will play one role allowing the participants an opportunity to experience this activity
- Following the completion, of this process, team members will self evaluate their score.
  This portion requires an explanation of process from the trainer and in the future the teacher will facilitate this process, this is explained in the Teacher Manual
- Team members will share their findings and discuss this process for self evaluation
  Participants should look at the benefits of the TCI and also trouble shoot potential difficulties in administrating the TCI

Purpose:

- Provide an opportunity to "work" with the curriculum
- Demonstrate the flexibility of the TSI in providing modifications to personalize the content
- Model the process of administrating the TSI
- Provide opportunity for group discussion and trouble shooting

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Self Evaluation/Exploration
Activity Three
Continued

Materials:

- Training Packet (Containing TSI)
- Pencil/Pen
- Curriculum Packet

Additional Notes:

TCI Modified Forms
Student Evaluation
Parent/Teacher Advocate Evaluation

Inclusive Classroom
Activity Four

Directions:

- View the slides & *Take the Next Step* video on Inclusion
  The Director presentation and video will take about 5 minutes and sets this lesson, Participants are asked to record their comments related to the video clip to be addressed in tomorrows program
- Create partners
  Trainer may use a variety of techniques to develop grouping of two & three
- Hand out lesson packets
  For additional information participants may use their Teacher Manual
- In partners review your lesson packet
  Each group will "teach" the lesson found in their training packet, they may use Student Workbook, and additional supplies provided
- *Working with your partner develop a lesson to teach the specific lesson*
  While developing your instructional lesson assume you have SWD in the "student" group. Each team will be sure to address a separate/specific disability area. As a "student" it will be your challenge to note the educational goals of the lesson and to record what instructional strategies are being used to support the entire class
- You may use the supplies provided to augment your instruction
  You may modify the lesson in any manner, you do not have to use the materials but remember your lesson may build on the next person's lesson so be careful to meet the "spirit" of the lesson
- Each group will have 10 minutes to present
  There is 15 scheduled to allow set up and take down, lessons will be stopped at 10 minutes

Purpose:

- Provide an opportunity to work with the curriculum
- Practice and observe instructional/curricular strategies
- Provide opportunity to be actively involved
- Allow the "participant trainer" to train

Materials

- Teacher Manual, Student WB, Training Guide

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- Teaching supplies (markers, overheads, etc)
- Teaching Assignment packet (provided by Instructors)

Additional Notes:

Inclusive Classroom
Activity Four
SWD Assignments

Lesson One Introduce Transition Planning and the Four Transition Planning Areas pg 24,25
Educational Focus:
Disability addressed:
LD in Reading (Can not read the text or reads text without understanding)

Lesson Two Profile Activity Option 1 or 2 pg 37
Educational Focus:
Disability addressed:
MR (Comprehends information at a slow pace, needs concrete examples and work)

Lesson Three Discuss How Likes and Dislikes Can be Used In Transition Planning pg 50,51
Educational Focus:
Disability addressed:
ADHD (Can not sit for long periods of time, needs opportunity to speak)

Lesson Four Hopes and Dreams Activity 1 pg 59-61
Educational Focus:
Disability addressed:
Emotional Disturbance (Needs to be allowed to work Independently)

Lesson Five Relationship to Transition Planning pg 73-75
Educational Focus:
Disability addressed:
Hearing Impaired (not severe enough to warrant an interpreter)

Lesson Six/Seven TSI pg 79-99
Educational Focus:
Disability addressed:

Lesson Eight Understanding TSI results pg 101-108
Educational Focus:
Disability addressed:
LD in Math

Lesson Nine Introduce Goal Setting and Transition Planning pg 119
Educational Focus:
Disability addressed:
LD in Spelling

Lesson Nine Model How To Complete a Student Plan Sheet pg 119
Educational Focus:
Disability addressed:
Visually Impaired

Lesson Nine Choose a Goal (Explore Jobs) pg 120-122
Educational Focus:
Disability addressed:
Physical Impaired (Wheel chair bound non ambulatory, poor gross & fine motor skills)

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Closure and Agenda Review
Activity Five

Directions:

- Participants will view *Collaborative Planning & Teaching Relationships* and the Directors slide presentation
  Participants will develop questions related to the presentations to be addressed in tomorrow's workshop
- Trainers will check with participants for clarity of assignment
- Participants will evaluate the day
  Participants will use a process known as Delta/Plus; the trainers will model this

Purpose:

- Provide additional information related to Collaboration and Planning
- Allow an opportunity for the participant to participate in a Collaborative planning process
- Provide an opportunity to work on the "lessons" outside the traditional classroom...provide homework
- Allow and encourage feedback related to the days process and content
- Provide an opportunity for the trainers to modify and improve instruction

Materials:

- Overhead
- Video projector/VCR/TV
- Training packet

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Warm Up Activity
Day Two
Haiku Plans- Enrichment

Directions:

- Using the *Teachers Manual* participants will create a Haiku
  There are many enrichment activities found in the Teacher Manual, this is one example
- Participants will write their Haiku or Acrostic Poem
  Participants will have five minutes to write a Haiku or Acrostic related to the Next Step Curriculum and the information covered yesterday
- Participants will post their poems on the wall to be read at leisure

Purpose:

- Provide a quick activity to pull everyone together
- Demonstrate the use of ELA standards incorporated in the Next Step curriculum
- Provide choice in the activity an excellent technique to use in the classroom
- Allow creativity to be displayed and praised
- Allow humor to be celebrated
- Get those Left Brain minds pumping

Materials:

- Teacher manual
- Paper
- Tape

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Inclusive Lessons
Learn the Content
Activity Six

Directions:

- Demonstration Lessons will go in numerical order
- Each team will instruct for ten minutes
- "Teachers" will be given a 1 minute warning
- "Students" will record the strategies and educational focus
  Form provided
- Following each presentation the teachers will site any modifications they implemented
  Following the lesson the "Teaching team" will share any modifications or thoughts that they would like to share
- Educational strategies will be highlighted
  As "teachers" return to their seats the trainers will record the strategies viewed and experienced by the "students"

Purpose:

- Allow an opportunity for the "teachers" to participate in a collaborative instructional process
- Provide an opportunity to teach the "lessons"
- Allow and encourage feedback related to instructional strategies, providing an opportunity to accent positive skills that we want duplicated
- Provide an opportunity for the trainers to modify and improve instruction

Materials:

- Teaching supplies (markers, overheads, etc)
- Teacher Manual, Student WB, Training Guide
- Teaching Assignment packet (provided by Instructors)

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Inclusive Classroom
Activity Six
Lesson Participant Form

Lesson One Introduce Transition Planning and the Four Transition Planning Areas pg 24,25 Educational Focus: Strategies implemented:
Lesson Two Profile Activity Option 1 or 2 pg 37 Educational Focus: Strategies implemented:
Lesson Three Discuss How Likes and Dislikes Can be Used In Transition Planning pg 50,51 Educational Focus: Strategies implemented:
Lesson Four Hopes and Dreams Activity 1 pg 59-61 Educational Focus: Strategies implemented:
Lesson Five Relationship to Transition Planning pg 73-75 Educational Focus: Strategies implemented:
Lesson Six/Seven TCI pg 79-99 Educational Focus: Strategies implemented:
Lesson Eight Understanding TCI results pg 101-108 Educational Focus: Strategies implemented:
Lesson Nine A Introduce Goal Setting and Transition Planning pg 119 Educational Focus: Strategies implemented:
Lesson Nine B Model How To Complete a Student Plan Sheet pg 119 Educational Focus: Strategies implemented:
Lesson Nine C Choose a Goal (Explore Jobs) pg 120-122 Educational Focus: Strategies implemented:

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Collaborative Planning
Preparing Your Training
Activity Seven

Directions:

- Participants will create partners that they will or may train with
  You may chose to work alone or in your training group, this activity will allow you to outline and plan your training package
- Participants will complete the Training Planning Package
  Each team or Individual will share a brief summary of their training plan with the entire group, this will take place during the "Transition" meeting
- Participants are encouraged to use the trainers as resources
  Dave and Hildreth may be available to support your training as you return home and role out this package, please ask and set dates if possible

Purpose:

- Provide an opportunity to plan and develop your presentation in an supported environment
  Providing time and opportunity in this very busy world
- Model the concept of "goal setting"
  Use the skills taught in the Next Step Curriculum
- Formalize roles and brainstorm ideas with colleagues
  Provide opportunity to "play" with ideas when time and resources are available

Materials:

- Training packet, Teacher Manual, Student Workbooks, Training Guide, Dave, Bonnie and Hildreth

Training Plan Package

What audience do you plan on training? Be as specific as possible. Consider numbers and roles.

How much time, in hours, do you plan on spending on your training? Be as specific as possible. Consider how this time will be spent. Will it be in full day, half day, shorten sessions etc.

What date(s) do you plan on training? If you think you would like Dave or Hildreth to support you it is important to establish dates as soon as possible. Tentative dates are better than no date.

Who will help you with this training?

Next Step Agenda
(Tentative schedule)

Date(s):
Time:
Location:
Audience:

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Create your tentative agenda. Be clear on times for each activity. Sight your educational focus for each activity. The agenda item may be considered the activity you will lead.

Agenda item:
Time needed:
Educational focus:

Agenda item:
Time needed:
Educational focus:

Agenda item:
Time needed:
Educational focus:

Agenda item:
Time needed:
Educational focus:

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Agenda item:
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Educational focus:

Agenda item:
Time needed:
Educational focus:

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Additional Notes:

Sharing Your Goals
Transition Meeting
Activity Eight

Directions:

- Form a circle with chairs
  The meeting should be comfortable and allow those "invited" an opportunity to have good eye contact
- Each team/individual will conduct a "transition" sharing meeting describing their training plan
  Each meeting will last five minutes with an opportunity for group input and comment
- The team/individual will use the modified *Transition Planning Meeting Agenda* as a meeting outline
  The form has been modified by hand demonstrating the "low tech method" of modifications
- Team participants will use the *Student Plan Sheet* as an additional resource. This will be completed following their presentation
  The form has been modified by hand demonstrating the "low tech method" of modifications

Purpose:

- Provide an opportunity to present your plan in a supported environment
- Model the Transition Planning Meeting and use the forms Provided in the Next Step curriculum
- Use the skills taught in the Next Step Curriculum
- Brainstorm and share ideas with colleagues
  Provide opportunity to "play" with ideas when time and resources are available
- Use modified materials and demonstrate the simplicity of the modifications

Materials:

- Training packet, Teacher Manual, Student Workbooks, Teaching Guide, modified forms

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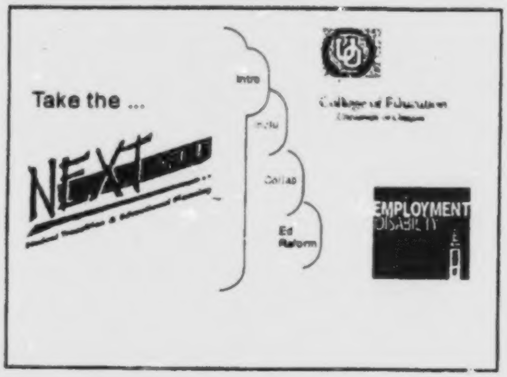
Next Step Presentation
Slide Notes

- Information is on CD
- Information can be viewed On Mac & PC
- Information available for overheads



Take the ...

NEXT

Intro

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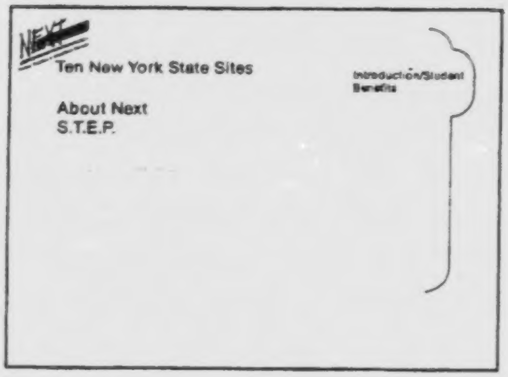
Collab

Ed Reform

College of Education
University of Oregon

EMPLOYMENT
DISABILITY

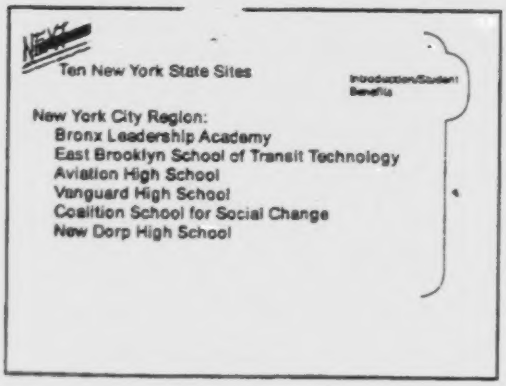


NEXT

Ten New York State Sites

Introduction/Student Benefits

About Next
S.T.E.P.



NEXT

Ten New York State Sites

Introduction/Student Benefits

New York City Region:
- Bronx Leadership Academy
- East Brooklyn School of Transit Technology
- Aviation High School
- Vanguard High School
- Coalition School for Social Change
- New Dorp High School

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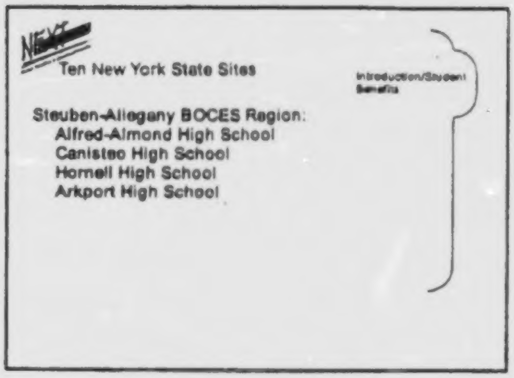
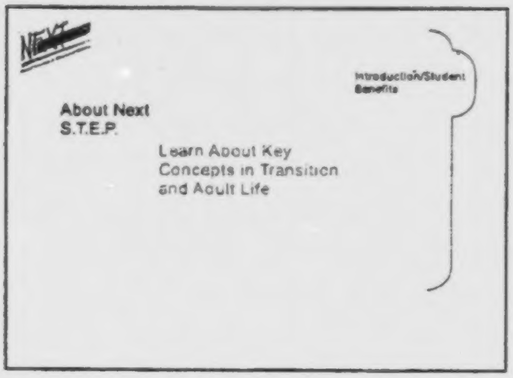


Ten New York State Sites

Introduction/Student Benefits

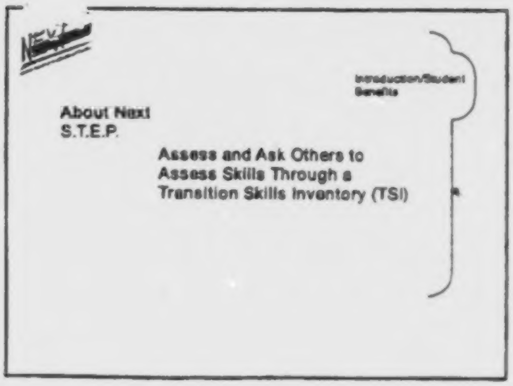
Steuben-Allegany BOCES Region:
- Alfred-Almond High School
- Canisteo High School
- Hornell High School
- Arkport High School



Introduction/Student Benefits

About Next S.T.E.P.

Learn About Key Concepts in Transition and Adult Life



Introduction/Student Benefits

About Next S.T.E.P.

Assess and Ask Others to Assess Skills Through a Transition Skills Inventory (TSI)

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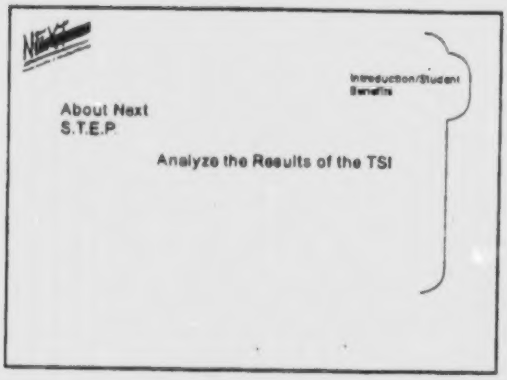
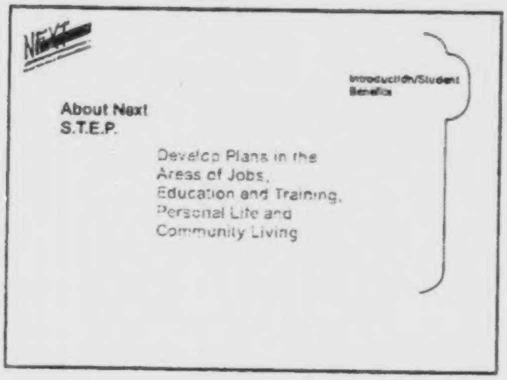


Introduction/Student Benefits

About Next S.T.E.P.

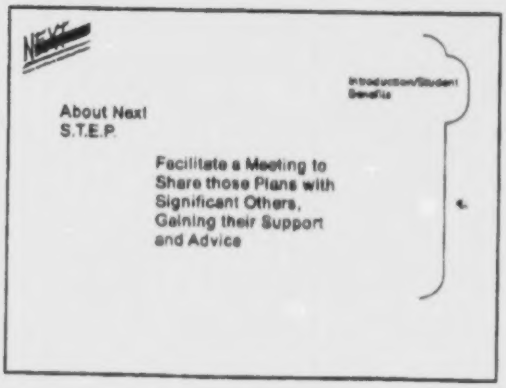
Analyze the Results of the TSI



Introduction/Student Benefits

About Next S.T.E.P.

Develop Plans in the Areas of Jobs, Education and Training, Personal Life and Community Living



Introduction/Student Benefits

About Next S.T.E.P.

Facilitate a Meeting to Share those Plans with Significant Others, Gaining their Support and Advice

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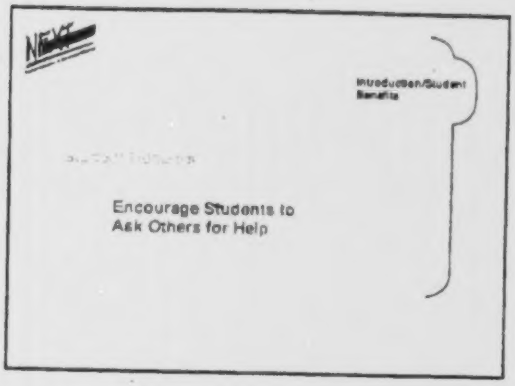

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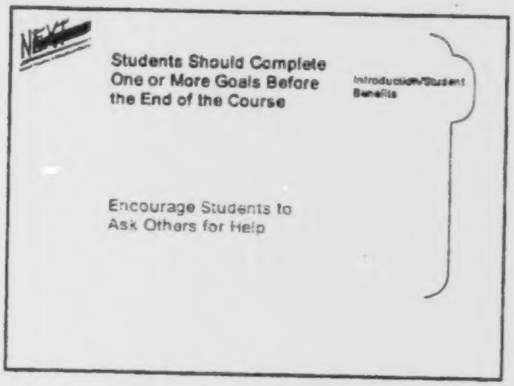
Introduction/Student Benefits

Student Benefits

Encourage Students to
Ask Others for Help

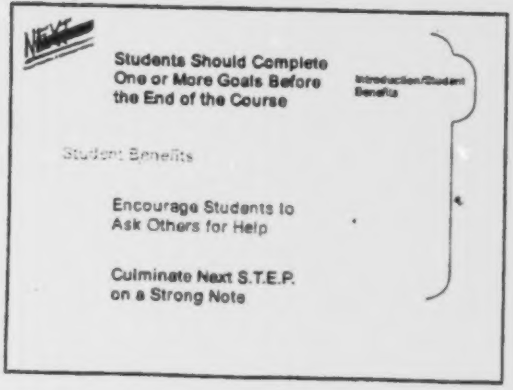


NEXT

**Students Should Complete
One or More Goals Before
the End of the Course**

Introduction/Student Benefits

Encourage Students to
Ask Others for Help



NEXT

**Students Should Complete
One or More Goals Before
the End of the Course**

Introduction/Student Benefits

Student Benefits

**Encourage Students to
Ask Others for Help**

**Culminate Next S.T.E.P.
on a Strong Note**

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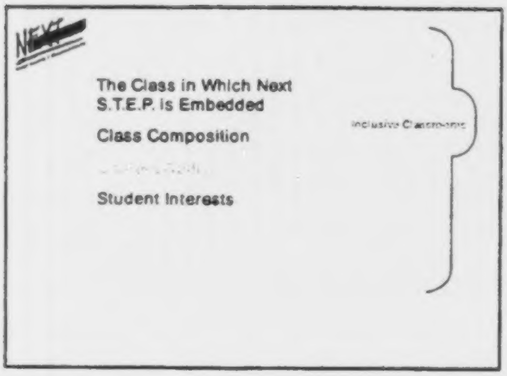

The Class in Which Next S.T.E.P. is Embedded

Class Composition

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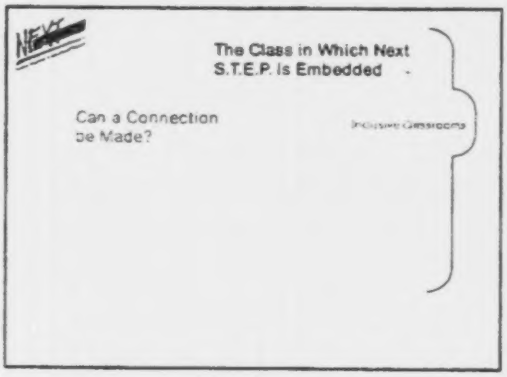
Student Interests

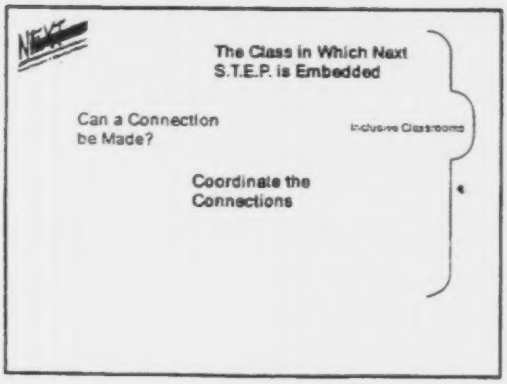
Inclusive Classrooms



The Class in Which Next S.T.E.P. is Embedded

Can a Connection be Made?

Inclusive Classrooms



The Class in Which Next S.T.E.P. is Embedded

Can a Connection be Made?

Coordinate the Connections

Inclusive Classrooms

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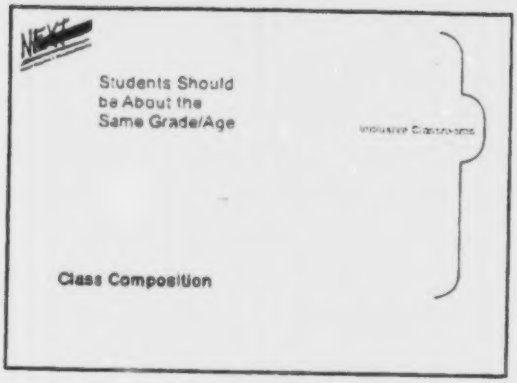
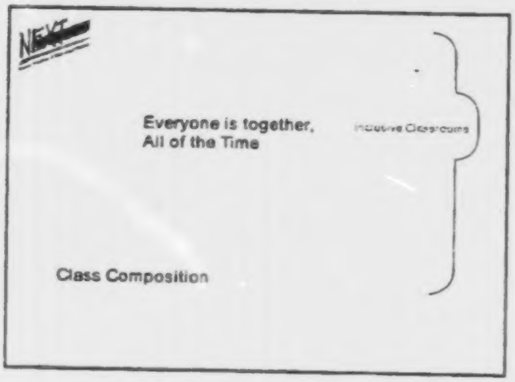


Students Should be About the Same Grade/Age

Inclusive Classrooms

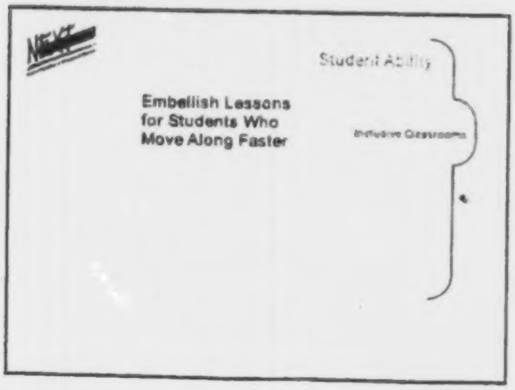
Class Composition



Everyone is together, All of the Time

Inclusive Classrooms

Class Composition



Student Ability

Embellish Lessons for Students Who Move Along Faster

Inclusive Classrooms

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Inclusive Classrooms

Cooperative Learning Groups:
- All Group Members Participate
- Working Toward a Common Goal
- Consider Personalities of Group Members

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Inclusive Classrooms

Peer Tutoring
- Build Trust Among Your Students First
- Goes Both Ways Given the Right Activities and Pairings

NEXT

Student Interests

Inclusive Classrooms

Focus on Goal Areas of Interest to Your Students

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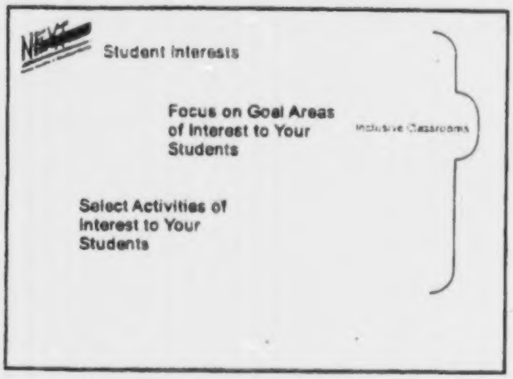
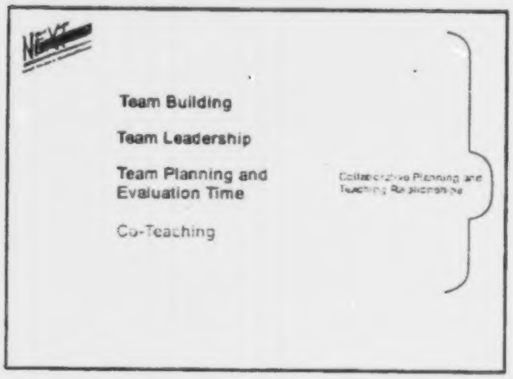


Student Interests

Focus on Goal Areas of Interest to Your Students

Select Activities of Interest to Your Students

Inclusive Classrooms



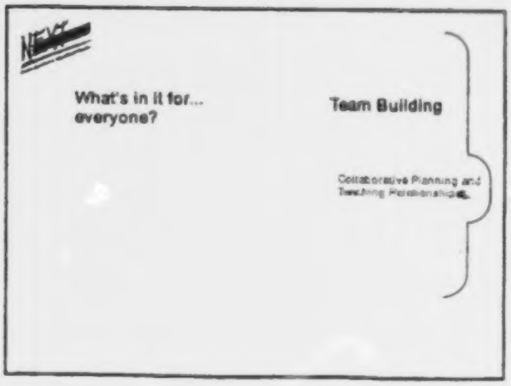
Team Building

Team Leadership

Team Planning and Evaluation Time

Co-Teaching

Collaborative Planning and Teaching Relationships



What's in it for... everyone?

Team Building

Collaborative Planning and Teaching Relationships

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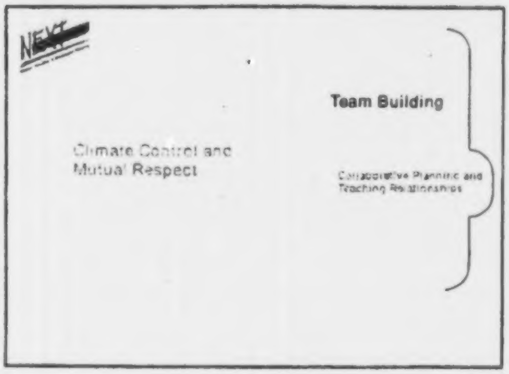
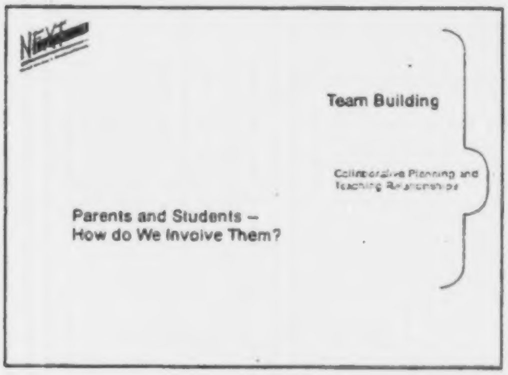


Team Building

Climate Control and
Mutual Respect

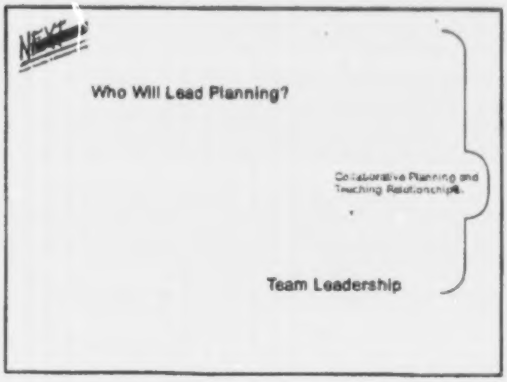
Collaborative Planning and
Teaching Relationships



Team Building

Collaborative Planning and
Teaching Relationships

Parents and Students –
How do We Involve Them?



Who Will Lead Planning?

Collaborative Planning and
Teaching Relationships.

Team Leadership

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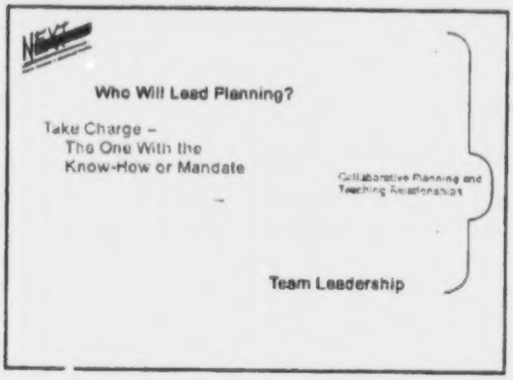
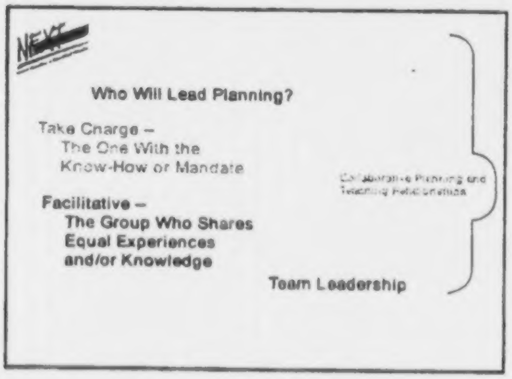


Who Will Lead Planning?

Take Charge –
The One With the
Know-How or Mandate

Collaborative Planning and Teaching Relationships

Team Leadership



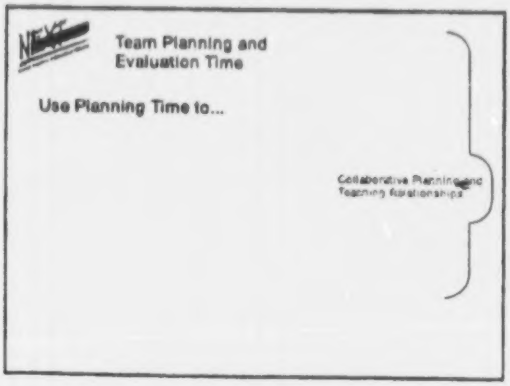
Who Will Lead Planning?

Take Charge –
The One With the
Know-How or Mandate

Facilitative –
The Group Who Shares
Equal Experiences
and/or Knowledge

Collaborative Planning and Teaching Relationships

Team Leadership



Team Planning and
Evaluation Time

Use Planning Time to...

Collaborative Planning and Teaching Relationships

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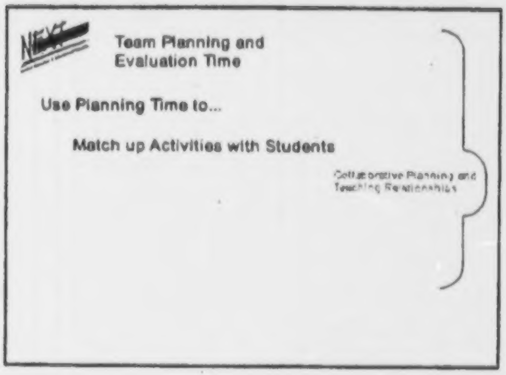
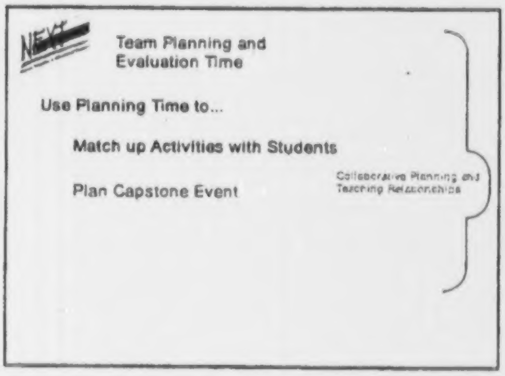


Team Planning and Evaluation Time

Use Planning Time to...

Match up Activities with Students

Collaborative Planning and Teaching Relationships



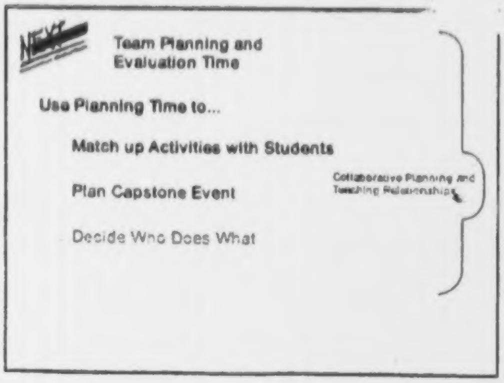
Team Planning and Evaluation Time

Use Planning Time to...

Match up Activities with Students

Plan Capstone Event

Collaborative Planning and Teaching Relationships



Team Planning and Evaluation Time

Use Planning Time to...

Match up Activities with Students

Plan Capstone Event

Decide Who Does What

Collaborative Planning and Teaching Relationships

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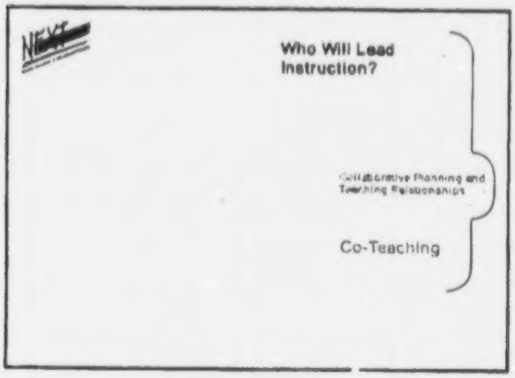
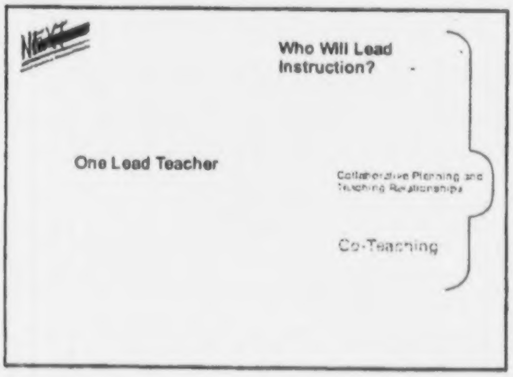


Who Will Lead Instruction?

Collaborative Planning and Teaching Relationships

Co-Teaching

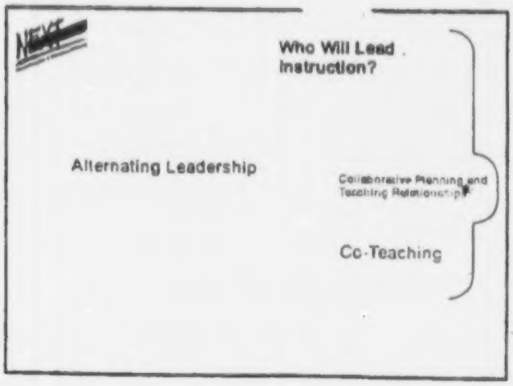


Who Will Lead Instruction?

One Lead Teacher

Collaborative Planning and Teaching Relationships

Co-Teaching



Who Will Lead Instruction?

Alternating Leadership

Collaborative Planning and Teaching Relationships

Co-Teaching

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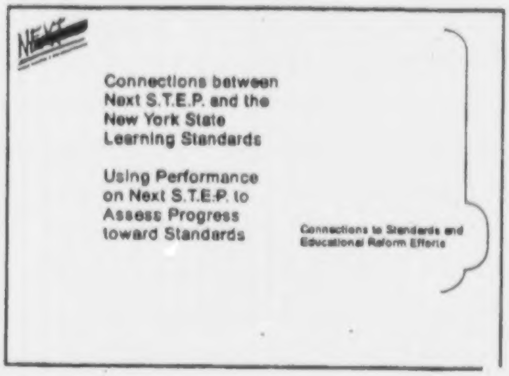
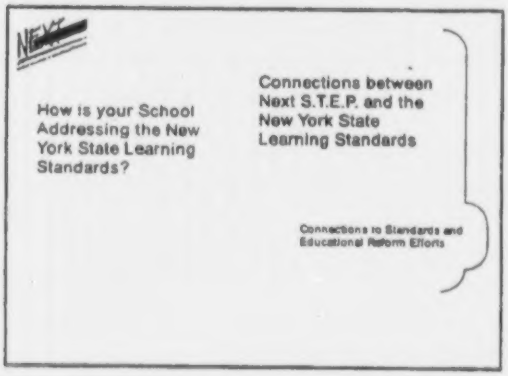


Connections between Next S.T.E.P. and the New York State Learning Standards

Using Performance on Next S.T.E.P. to Assess Progress toward Standards

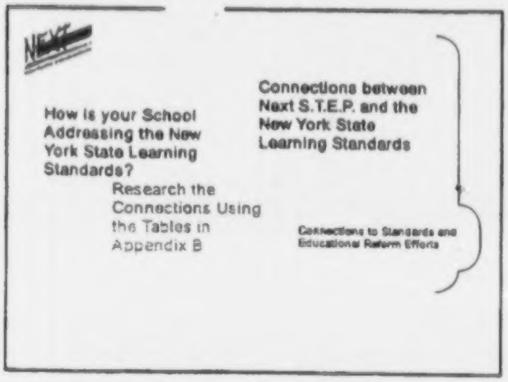
Connections to Standards and Educational Reform Efforts



How is your School Addressing the New York State Learning Standards?

Connections between Next S.T.E.P. and the New York State Learning Standards

Connections to Standards and Educational Reform Efforts



How is your School Addressing the New York State Learning Standards?

Research the Connections Using the Tables in Appendix B

Connections between Next S.T.E.P. and the New York State Learning Standards

Connections to Standards and Educational Reform Efforts

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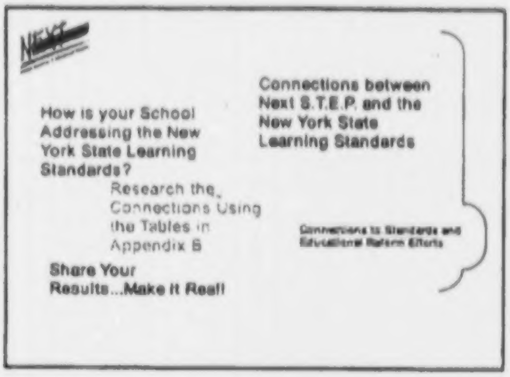
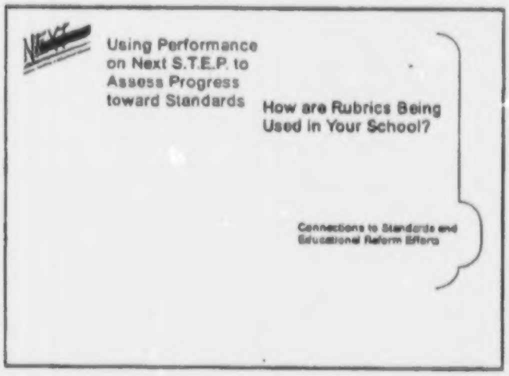

Connections between Next S.T.E.P. and the New York State Learning Standards

How is your School Addressing the New York State Learning Standards?

Research the Connections Using the Tables in Appendix B

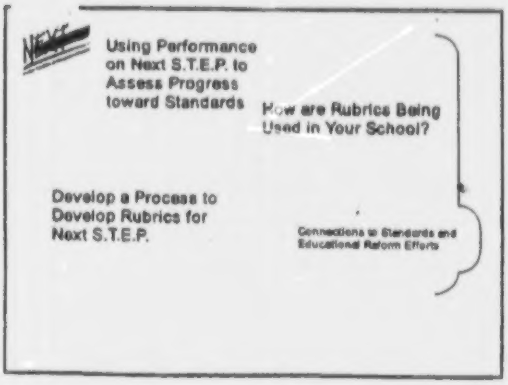
Share Your Results...Make It Real!

Connections to Standards and Educational Reform Efforts


Using Performance on Next S.T.E.P. to Assess Progress toward Standards

How are Rubrics Being Used in Your School?

Connections to Standards and Educational Reform Efforts


Using Performance on Next S.T.E.P. to Assess Progress toward Standards

How are Rubrics Being Used in Your School?

Develop a Process to Develop Rubrics for Next S.T.E.P.

Connections to Standards and Educational Reform Efforts

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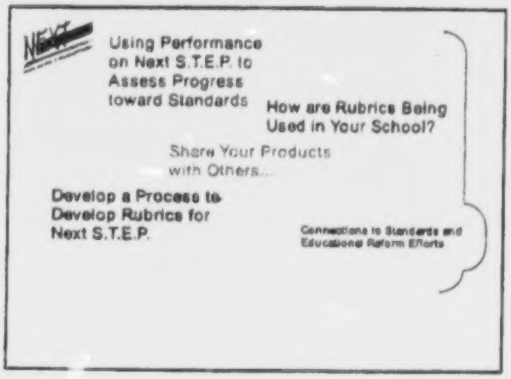

Using Performance on Next S.T.E.P. to Assess Progress toward Standards

How are Rubrics Being Used in Your School?

Share Your Products with Others...

Develop a Process to Develop Rubrics for Next S.T.E.P.

Connections to Standards and Educational Reform Efforts

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Video Review Questions

Pre & Post

It is important that Take the N.E.X.T. Step video/CD have appropriate pre and post questions and review conversations. These film clips were created to evoke questions and elicit conversation related to the Next Step Curriculum. Remember it is not necessary to use the clips in any specific order. It is important, however, to provide the set questions and allow opportunity for discussion following the clips. Please use this form as a guide.

Introduction and Student Benefits

Pre: Please watch and see if your districts share common themes with our Pilot districts. Listen for student benefits to the Next Step Curriculum.

Your response or questions

Inclusive Classrooms

Pre: Please note the type of classroom the Next Step Curriculum has been embedded in? Listen/watch for modifications that help the Next Step Curriculum succeed in diverse populated classrooms.

Your response or questions

Collaborative Planning & Teaching Relationships

Pre: Look for the benefits of collaborative teaching. How did the teachers find time to develop the plans to work together?

What comment do you hear from students related to collaborative teaching?

Your response or questions

Connections to Standards and School Reform

Pre: Listen to the Guidance Counselor and English teacher as they comment on the Next Step curriculums relationship with the Standards and Assessments. How do the see the tie in?

Your response or questions

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NEXT

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Next Step
Trainer to Trainer
Evaluation

Please take a moment to comment on this training and the *Next Step* curriculum.

Do you see this training as helpful in preparing you to return to your district or locale and train others to teach or train the *Next Step* curriculum?

Do you see the Next Step curriculum helping to improve student outcomes related to the VESID goals/ NYS Standards?

How can we support you as you return to your district or locale?

How can we improve?

U. NEXT S.T.E.P. Website (currently hosted by Cornell University)

ILR program on employment and disability

CORNELL UNIVERSITY
School of Industrial and Labor Relations

Accessibility & Accommodation | Employment Policy | Disability Management | Independent Living | International Disability | Transition | Vocational Rehabilitation

products | home | contact us | Search

research

services

training

ILR : PED : Transition from School to Adult Life : Next S.T.E.P. Collaborative Outreach Project

Transition from School to Adult Life

Staff & Contacts

Legislation

NCSET National Center on Secondary Education and Training

Enable Person-Centered Planning

transQUAL Online Help Forum

Next S.T.E.P. Collaborative Outreach Project

View Next S.T.E.P. Video

The Next S.T.E.P. Outreach Project is sponsored by a grant from the U.S. Department of Education - OSERS, and is a collaborative venture between the University of Oregon Secondary Special Education (principal investigators), Cornell University's Program on Employment and Disability, the New York State Education Department, Steuben-Allegany BOCES and the New York City Board of Education. This Outreach Project researches the use of a student self-determination curriculum, titled Next S.T.E.P. (Student Transition and Educational Planning), within inclusive general education settings, utilizing a collaborative instructional approach.

Goal of the Outreach Project:
The goal of the project is to replicate a promising practice, the Next S.T.E.P. curriculum, to a variety of urban and rural secondary educational settings. Each participating classroom was asked to utilize a collaborative (team) teaching approach to deliver instruction. Each team was to be composed of a special educator, a general educator, a student leader and a parent or parent advocate. Additionally, classrooms were asked to be inclusive of students with and without disabilities. After two years of implementation and data collection, professional development staff was recruited and trained to disseminate grant findings to local school districts for further implementation.

Projects

- NYS Transition Technical Assistance & Support
- Transition Training & Technical Assistance Center
- Next S.T.E.P. Collaborative Outreach Project
- Statewide School-to-Work Inclusion Project
- Post-Secondary Education Outreach Project

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Background On the Next S.T.E.P. Outreach Grant:

Adolescents need to plan for their future lives after leaving high school. Whether this occurs through "transition" programs in special education or "career education" programs in general education, the needs of students and the types of instructional interventions can be very similar. Students who engage in self-directed transition planning can find meaning and structure within their secondary school experiences as well as lay a good foundation for their emerging adulthood after leaving school.

Educators who plan to serve all students are faced with two challenges that were explored through this project:

- Creating an inclusive learning environment in which students with and without disabilities can learn together as they plan for their futures;
- Creating an instructional environment in which special and general education teachers, and perhaps even parents and student leaders can collaborate in the delivery of this instruction.

In New York State, information was gathered from 10 high schools:
Alfred-Almond High School, Almond
Arkport High School, Arkport
Aviation High School, Queens
Bronx Leadership Academy, Bronx
Canisteo High School, Canisteo
Coalition School for Social Change, Manhattan
East Brooklyn School of Transit Technology, Brooklyn
Hornell High School, Hornell
New Dorp High School, Staten Island
Vanguard High School, Manhattan

The participants across our demonstration sites represent a variety of schools and settings, including:

- Schools in small rural communities and

- Schools where many types of inclusive classrooms already exist and schools where very few inclusive classrooms are in place, and
- Schools where general and special educators have established collaborative relationships and schools where collaboration between general and special educators is a fairly new concept.

About Next S.T.E.P.

The Next S.T.E.P.2nd Edition (Halpern, Herr, Doren & Wolf, 2000) is a series of lessons and strategies carefully designed to enhance a student's ability to create plans for the near and distant future. Next S.T.E.P. students facilitate their career planning and transition to adult life by learning how to examine their current skills and collaborate with the significant people in their lives. Specifically, students:

- Learn about key concepts in transition to adult life
- Identify hopes and dreams
- Assess and ask others to assess skills necessary for adult living through a Transition Skills Inventory (TSI)
- Analyze the results of the TSI to select skills for enhancement
- Set and achieve goals in the areas of Jobs, Education and Training, Personal Life and Community Living
- Facilitate a meeting to share those plans with significant others, gaining their support and advice

Next S.T.E.P. is commercially available through the Pro-Ed Publishing Company:
Phone: 1 (800) 897-3202
Web: http://www.proedinc.com

Student Benefits of the Project

Goal Development

An important outcome of participating in the Next

S.T.E.P. curriculum is for students to experience success in working on their transition goals. After examining the students' outcomes, we found that 88% of our students either worked on or completed a goal.

Support from Teachers, Parents and Family

We asked students how much they asked for help from others to achieve their goals. We found that students who actually completed a goal were most likely to have asked for help, compared to other students who participated in Next S.T.E.P. One can speculate that asking for help from key stakeholders to achieve goals may improve the chances for goal completion.

Perceptions about Taking Charge

An intended outcome of this curriculum is that students learn a process of planning that they can use throughout their lives. At the heart of this process are students who learn how to take ever-increasing responsibility for their futures. We found that a higher percentage of students who worked on and completed a goal felt "in charge" of their futures, compared to students who only developed a plan.

Perceptions about Next S.T.E.P.

We asked students how helpful they thought Next S.T.E.P. lessons and activities were in helping them learn how to plan for their future. Not surprisingly, we found that students who worked on or completed one or more goals perceived the most benefit from participating in Next S.T.E.P., compared to students who only developed a plan.

Extension

EMPLOYMENT
DISABILITY

Disability Accessibility and Accommodation | Disability Employment Policy
Disability Management | Independent Living | International Disability
Transition from School to Adult Life | Vocational Rehabilitation
Contact Us | Products | Research | Services | Training

© 2000 Program on Employment and Disability

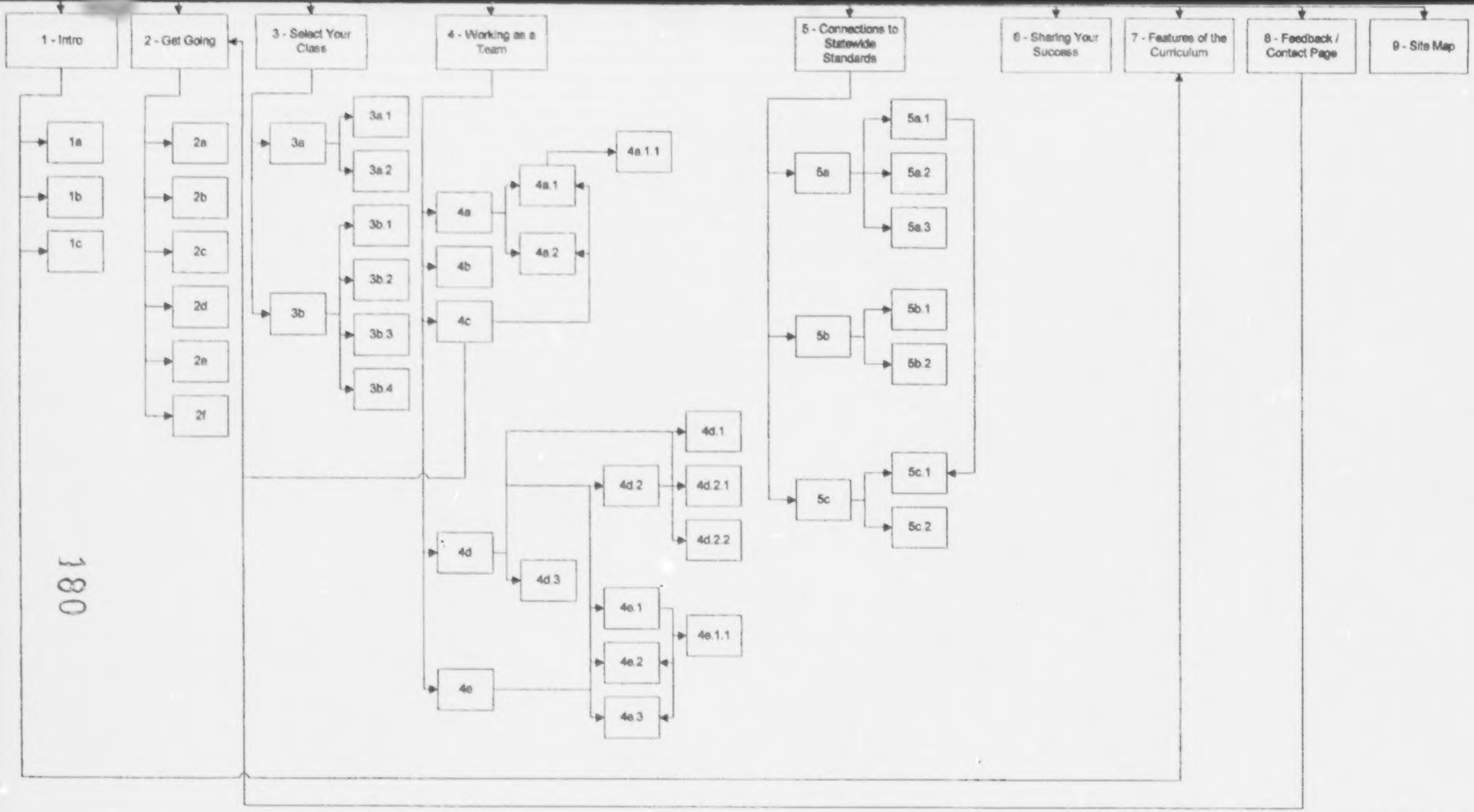
V. NEXT S.T.E.P. National User Guide Website (future site to be hosted by University of Oregon)

Home Page **[scroll]**

1. Introduction **[scroll]**
    - 1a. Introduction **[scroll]**
    - 1b. Site Demographics / Research Model **[scroll – also print as word file?]**
    - 1c. Student Outcome **[scroll – also print as word file?]**
2. Get Going **[scroll]**
    - 2a. Admin Brochure **[pdf]**
    - 2b. General Ed Brochure **[pdf]**
    - 2c. Parent Brochure **[pdf]**
    - 2d. Partner Brochure **[pdf]**
    - 2e. Sped Brochure **[pdf]**
    - 2f. Student Leader Brochure **[pdf]**
3. Select Your Class **[scroll]**
    - 3a. Select a class **[scroll]**
        - 3a.1 Create meaningful connections **[scroll]**
        - 3a.2 Class composition **[scroll]**
    - 3b. Instructional strategies to address student diversity **[scroll]**
        - 3b.1 Embellish lessons **[scroll]**
        - 3b.2 Cooperative learning strategies **[scroll]**
        - 3b.3 Peer tutoring **[scroll]**
        - 3b.4 Students' interests **[scroll]**
4. Working as a Team **[scroll]**
    - 4a. What does a team look like **[scroll]**
        - 4a.1 Recruiting partner team members **[scroll]**
            - 4a.1.1 **[pdf]**
        - 4a.2 Recruiting student leaders **[scroll]**
    - 4b. Benefits of working as a team **[scroll]**
    - 4c. Who's on your team **[scroll]**
    - 4d. Roles and responsibilities **[scroll]**
        - 4d.1 Identify skills **[pdf or word]**
        - 4d.2 Identify tasks **[scroll]**

        - 4d.2.1 Develop dream team **[pdf or word]**
        - 4d.2.2 Team Roster **[pdf or word]**
    - 4d.3 Involve partner and student leaders **[scroll]**
  - 4e. How to function as a team **[scroll]**
    - 4e.1 Planning meetings **[scroll]**
      - 4e.1.1 Agenda **[pdf or word]**
    - 4e.2 Team planning form **[pdf or word]**
    - 4e.3 Team evaluation form **[pdf or word]**

5. Connections to Statewide Standards **[scroll]**
   - 5a. Strategies to make connections **[scroll]**
     - 5a.1 Examples connecting NS to NY and OH **[scroll]**
     - 5a.2 NY table **[pdf]**
     - 5a.3 OH tables **[pdf]**
   - 5b. Strategies for assessing student performance **[scroll]**
     - 5b.1 Scoring rubric **[pdf]**
     - 5b.2 blank rubric **[pdf or word]**
   - 5c. Strategies for connecting to career requirements
     - 5c.1 **[pdf]**
     - 5c.2 **[pdf]**
6. Sharing Your Success **[scroll]**
7. Features of the Curriculum **[scroll]**
8. Feedback / Contact Page **[entry fields?]**
9. Site Map **[scroll]**


1 - Intro
1a
1b
1c
2 - Get Going
2a
2b
2c
2d
2e
2f
3 - Select Your Class
3a
3a.1
3a.2
3b
3b.1
3b.2
3b.3
3b.4
4 - Working as a Team
4a
4a.1
4a.1.1
4a.2
4b
4c
4d
4d.1
4d.2
4d.2.1
4d.2.2
4d.3
4e
4e.1
4e.1.1
4e.2
4e.3
5 - Connections to Statewide Standards
5a
5a.1
5a.2
5a.3
5b
5b.1
5b.2
5c
5c.1
5c.2
6 - Sharing Your Success
7 - Features of the Curriculum
8 - Feedback / Contact Page
9 - Site Map

9/30/02 draft

W. Dissemination Training List

NEXT S.T.E.P. Dissemination and Training Activities
Cornell University - David Brewer

Date	Presentation / Workshop Title	Presenter(s)	Topics Covered						Type of Training		Timing			Audience [# of sped teachers, gened teachers, administrators, etc.]	Follow-up Technical Assistance [Describe frequency, type, and duration or "NA"]	Notes
			NS only	collaboration	inclusion	integ. NS into existing class	NS connection to reforms	other	general overview	in-depth re: model	full-day	half-day	other ____			
11/9/2000	Person Centered Transition Planning	Carol Blessing and David Brewer		x	x	x	x			x	x			General Educator (4), Special Educators (42), Administrators (6), Transition Specialists (3), Agency Personnel (8), Related Services (5), SETRC Trainers (2), State Developmental Disabilities Personnel (1)	One school district is interested in pursuing use of Next STEP within general ed. course sequence(s). Lynne Healy and Carol Sherwood will be following up with this school district.	Topics covered in Next STEP Component(s) of Training Event: Infusing Next STEP into general education, including: Links to Standards Collaborative Instruction Develop related rubrics Adapting lessons to accommodate students with severe disabilities
12/4/2000	Transition Workday in Olean, NY	David Brewer		x	x	x	x		x				x	General Educators (4), Special Educators (20), Administrators (3), Guidance Counselor (1), Transition Specialist (1), Agency Personnel (2), Parents (2)	Training in Cuba-Rushford School District.	NEXT STEP was a subtopic of the six-hour training event
1/31/2001	NEXT STEP Training for Southern Tier area held at Sherburne-Earlville High School	Tamie Leslie (DCMO SETRC) and David Brewer		x	x	x	x			x	x			General Educators (2), Special Educators (6), and Administrator (1)	David provided onsite TA follow-up at a meeting in 03/2001.	9 am - 2 pm Workshop covered (1) curriculum overview, (2) grant/model overview, and (3) implementation planning.
3/2/2001	Next STEP Presentation to Cuba-Rushford School District.	David Brewer		x	x	x	x		x		x			General Educators (2), Special Educators (4), Guidance Counselors (2)	No further contact was made by the school district. The BOCES indicated that they decided not to implement the curriculum	

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NEXT S.T.E.P. Dissemination and Training Activities
Cornell University - David Brewer

Date	Presentation / Workshop Title	Presenter(s)	Topics Covered						Type of Training		Timing			Audience (# of sped teachers, gened teachers, administrators, etc.)	Follow-up Technical Assistance (Describe frequency, type, and duration or "NA")	Notes
			NS only	collaboration	inclusion	integ. NS into existing class	NS connection to reforms	other	general overview	in-depth re: model	full-day	half-day	other ___			
3/8/2001	NEXT STEP Presentation at Sherwood Center - Eastern Suffolk BOCES	Carol Sherwood and Lynn Healy		x	x	x	x		x				x	Special Educators (21), Administrators (9), Agency Personnel (1), and Related Services (1) representing eight schools: BOCES Tech (2), Special Ed BOCES (3), district schools (2), and Suffolk County Correctional Facility	Planned follow-up support as needed by Lynn Healy and Carol Sherwood during anticipated September 2001 implementation start-up	three sessions (1 - 1 1/2 hours each) reviewing NEXT STEP training materials and User Guide
5/9/2001	NEXT STEP Training for Alternative Ed NYC	David Brewer, Lynne DeBari, Beth Minnio		x	x	x	x			x	x			General Educators (40), Special Educators (20), Administrators (3)	David is meeting with the NYC Dept of Corrections and Lynne DeBari about specific plans for implementation. Sonia Braniff will be kept in the loop and will provide money for curricular sets.	Background/Overview Inclusionary Practices Collaborative Instruction Educational Reform Planning for Implementation
5/15/2001	Next STEP Presentation to Watkins Glen School District	John Burdick		x	x	x	x			x		x		General Educator (1), Special Educator (1), Administrator (1)	Materials were purchased and sent. No implementation has taken place and I've attempted to jump start on two occasions with no luck.	
5/22/2001	Pushing Counseling training event on Staten Island	Carol Lucciardo		x	x					x		x		40 "Related Service Counseling Providers" Guidance counselors and social workers.	Carol will call her supervisor and share the list of interested for further directions, due to great interest.	Topics covered in Next STEP Component(s) of Training Event: Background – History Curriculum Overview - Student directed planning Team Teaching Inclusion

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NEXT S.T.E.P. Dissemination and Training Activities
Cornell University - David Brewer

Date	Presentation / Workshop Title	Presenter(s)	Topics Covered						Type of Training		Timing			Audience (# of sped teachers, genod teachers, administrators, etc.)	Follow-up Technical Assistance [Describe frequency, type, and duration or "NA"]	Notes
			NS only	collaboration	inclusion	integ. NS into existing class	NS connection to reforms	other	general overview	in-depth re: model	full-day	half-day	other ____			
5/29/2001	Next STEP Training for Alternative Ed Questar III BOCES, Albany area	David Brewer and Barbara Levine		x	x	x	x			x		x		General Educators (4) Special Educators (2) Administrators (3)	Barb Levine will follow up with attendees to discuss detail of implementation. She will return the Next STEP planning document by the end of June.	Topics covered in Next STEP Component(s) of Training Event: Background/Overview of Next STEP Inclusionary Practices Collaborative Instruction Educational Reform Discussion around implementation
7/10/2001	Next STEP Presentation at Half Hollow Hills School District on Staten Island	David Brewer		x	x	x	x			x	x			General Educator (3), Special Educator (4), Transition Specialist (1), Guidance Counselor (2)	They were kind and interested enough to obtain free materials. However, I doubt that they used the curriculum in inclusive settings, because of their response to that subject. "Well, we do have some 'blended classrooms', but they are highly experimental.' Students with learning disabilities in classrooms with students without learning disabilities. This was a high wealth suburban school district, so I became annoyed and stopped badgering them after a while.	

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NEXT S.T.E.P. Dissemination and Training Activities
Cornell University - David Brewer

Date	Presentation / Workshop Title	Presenter(s)	Topics Covered						Type of Training		Timing			Audience [# of sped teachers, gened teachers, administrators, etc.]	Follow-up Technical Assistance [Describe frequency, type, and duration or "NA"]	Notes
			HS only	collaboration	inclusion	Integ. HS into existing class	HS connection to reforms	other	general overview	in-depth re: model	full-day	half-day	other ___			
10/2/2001	Transition Workday in Mayville, NY (Buffalo area)	David Brewer and Sue Locke-Scott		x	x	x	x		x			x		Special Educators (15), Administrators (5), Guidance Counselor (2)	No Next STEP workplans were developed or follow-up requested.	
11/10/2001	Next STEP Presentation in Olean	Hildreth Rose and Katie McFarland		x	x	x	x			x		x		General Educator (4) Special Educator (4)	Katie followed up and found that they were indeed using the curriculum in pieces.	
11/17/2001	Next STEP Session during Long Island Conference	Hildreth Rose and David Brewer		x	x	x	x		x			x		Special Educators (40), Transition Coordinators (10)	Good evals, no outcomes.	
1/3/2002	Next STEP Presentation for BASIS Superintendency on Staten Island	David Brewer		x	x	x	x			x		x		Guidance Counselors (35) Transition Specialists (35) Administrators (5)	I got back two firm commitments from Mary Wagner H.S. and McKee H.S., sent materials to Antoinette Balzano, the Borough Transition Coordinator.	
3/12/2002	Next STEP Presentation for Bronx Transition Linkage Coordinators	David Brewer and Robert Cohn		x	x	x	x			x		x		Transition Linkage Coordinators (45) Administrator (2)	About 5 people were interested, but we've heard nothing since.	

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X. Dissemination Interview Tool

SCRIPT FOR INTERVIEW WITH NY DISSEMINATION TEACHERS

Hello, this is _________________[name of interviewer] from the University of Oregon calling to talk with you about the NEXT S.T.E.P. program. First I would like to thank you for taking the time to participate in this interview. Before I can do the interview with you, I have to read some materials to you that describe the project and your rights as a participant. It will take only about 3 minutes. This may sound strange because I have to read from a script. We just need to know that you fully understand the project before we can go ahead and do the interview. I will also need to tape record your decision to participate so that we have a record of your decision and the way that we have explained the project to you.

As you may or may not know, we at University of Oregon have been collaborating with school personnel in New York for the past four years. The focus of this collaboration has been on training school personnel across the state on a model that includes the following features:

- teaching self-directed transition planning using the NEXT S.T.E.P. curriculum
- using the NEXT S.T.E.P. curriculum in inclusive classrooms, where students with and without disabilities are learning together,
- integrating the curriculum within a class that is already being taught within a school's ongoing program, and
- collaboration between a general and special education teachers to plan and co-teach the instruction.

You may remember that you or someone at your school attended a training event at which the NEXT S.T.E.P. curriculum was introduced. In addition, you or someone at your school developed an Action Plan for how you might be able to incorporate the features of this model within your school. We are fully aware of potential barriers teachers and other school personnel may face when they return to their respective schools and actually try to implement new or different instruction.

In order for us to be able to better meet the needs of teachers in New York and across the country, we would like you share with us: (a) your perceptions of how the training was or was not helpful to you once you went back to your school to try to teach the curriculum, and if you were, (b) whether or not you were able to teach the curriculum at your school, (c) whether or not you were able to incorporate the curriculum within an existing inclusive class, and (d) whether or not you were able to collaborate with a general or special education teacher to plan and teach the instruction.

If you were not able to teach the curriculum, we are interested in the barriers you faced and any advice you have for other teachers who are trying to incorporate this type instruction within their schools. If you were able to teach the curriculum, we are interested in barriers you faced, strategies you may have used to make it work, the degree to which you were able to incorporate all the features of the model, and advice you may have for other teachers who are trying to incorporate this instruction within their schools.

I want you to know that anything you tell me will be completely confidential. If you decide to participate, your name will not appear on any information that we share about the outcomes of the project.

You should also know that if for any reason you feel uneasy or unsure about a particular question, you do not have to answer. You do not have to give me a reason for your decision to not answer. In other words, your participation in this interview is completely voluntary. You may stop the interview at any time, and there will be no negative consequences. You should also feel free to ask questions or for clarification at any time during the interview.

Because it is important for us to gather accurate information from this interview, we would like to audio record this interview if it is all right with you.

Do you have any questions or concerns about the interview?

If you have any questions after we have completed the interview, please feel free to contact Bonnie Doren at University of Oregon, Department of Secondary Special Education, (541) 346-1413. If you have any questions regarding your rights as a participant in this project, contact Human Subjects Compliance, University of Oregon, Eugene, OR 97403, (541) 346-2510.

Now I need to know if you are willing to start the interview and allow me to audiotape it.

NEXT S.T.E.P. Follow-up Interview with NY Dissemination Teachers

We are calling to ask just a few questions because you were involved in a training project about teaching the NEXT S.T.E.P. curriculum collaboratively in an inclusive classroom.

First, I'd like to ask you some questions about the training.

1. Confirm when and where they attended NEXT S.T.E.P. training.

2. As a result of the training, how well did you understand the purpose, content, and intended outcomes of the NEXT S.T.E.P. curriculum?
   2a. Very well
   2b. Somewhat well
   2c. Not well

   2d. Explain why.

3. As a result of the training, how prepared did you feel to teach the curriculum?
   3a. Very prepared
   3b. Somewhat prepared
   3c. Not well prepared

   3d. Explain why.

4. As a result of the training, how well did you understand how to incorporate the curriculum within an existing inclusive class?
   4a. Very well
   4b. Somewhat well
   4c. Not well

   4d. Explain why.

   4e. At the time, did you feel that you could incorporate the curriculum into another class that was already being taught at your school? Why or why not?

   4f. At the time, did you feel that you could teach the curriculum and other content in an already existing inclusive class? Why or why not?

5. As a result of the training, how well did you understand how to collaborate with other general or special educators to plan and co-teach the instruction?
   5a. Very well
   5b. Somewhat well
   5c. Not well

   5d. Explain why.

   5e. At the time did you feel that you could collaborate with a general or special education teacher at your school to plan and co-teach the instruction? Why or why not?

Now, I'd like to ask about the materials you may have received during training.

6. Did you receive a copy of the NEXT S.T.E.P. Users' Guide that was written based on outcomes of this study?

7. Did you look at the Users' Guide?

NO:

7a. We were hoping the Users' Guide would be helpful to teachers, but if teachers aren't looking at it, we would like to know the reasons why. Can you tell me why you have not reviewed the Users' Guide?

YES:

7b. How did you use the Users' Guide?

7c. Can you tell me your opinion of the presentation format?

- What you liked or didn't like about the format or structure.
- What do you think about the length of the document?
- Have you used the tables in the back to make any connections between NEXT S.T.E.P. and NY standards?
- Do you have any suggestions to make the Users' Guide more helpful to teachers?

Now we would like to know about your experiences after the training.

8. Have you taught the NEXT S.T.E.P. curriculum in your class since the training?

NO:

8a. Please describe your reasons for not using the curriculum.

- Not using NEXT S.T.E.P. collaboratively - Why?
- Not able to teach NEXT S.T.E.P. in an inclusive class - Why?
- NEXT S.T.E.P. does not fit in with other content of class - Why?
- Too many other requirements such as Regents exams, etc. - What requirements? How did they get in the way?
- Other reasons?

8b. Are you using any other curricula to continue to teach self-directed transition planning in your school? If so, please describe what you are using.

8c. Do you believe that NEXT S.T.E.P. or some other curricula designed to teach self-directed transition planning will be used in the future by you or someone else in your school? Why or why not?

8d. What types of supports would assist you or others in your school in teaching self-directed transition planning to your students (incorporated into an existing class)?

8e. Please describe any barriers you have experienced attempting to teach NEXT S.T.E.P. collaboratively.

8f. What supports would assist you in teaching NEXT S.T.E.P. collaboratively?

8g. Please describe any barriers you have experienced attempting to teach NEXT S.T.E.P. in an inclusive class.

8h. What supports would assist you or others in teaching NEXT S.T.E.P. in an inclusive class?

Thank them for their time and end their interview.

YES:

9. Please describe the class(es) in which you are teaching NEXT S.T.E.P.:

9a. Name of class:
9b. Class content:
9c. Required / elective:
9d. Where does this class fit within your school's overall school program?
9e. Frequency of NEXT S.T.E.P. instruction:
9f. Number of students in the class(es):
9g. Age / grade level of students:
9h. Describe how you have been able to integrate NEXT S.T.E.P. with the other content in your class?

10. There are many possibilities for how teachers use NEXT S.T.E.P. ranging from using only a few lessons in a particular topic area, to implementing the entire curriculum. Please describe how you implemented the curriculum in your class.

11. Are you teaching NEXT S.T.E.P. in a classroom that is inclusive of both general education and special education students?

NO:

11a. Please describe why you are not teaching NEXT S.T.E.P. in an inclusive classroom.

11b. Describe any barriers you have experienced teaching NEXT S.T.E.P. in an inclusive classroom.

11c. Please describe any supports that you think would enable you to teach NEXT S.T.E.P. in an inclusive classroom.

Move to question #12.

YES:

11d. How many students with disabilities and without disabilities in the class? What types of disabilities are represented?

11e. Please describe any practices you use in your classroom to enhance inclusion, such as cooperative learning strategies, peer tutoring, group work, etc.

11f. Please describe what has worked well in terms of teaching NEXT S.T.E.P. in an inclusive classroom.

11g. Describe any barriers you have experienced teaching NEXT S.T.E.P. in an inclusive classroom.

11h. Please describe any support(s) that would make it easier teach NEXT S.T.E.P. in an inclusive classroom.

12. Are you teaching NEXT S.T.E.P. with a collaborative teaching model?

NO:

12a. Please describe why you are not teaching NEXT S.T.E.P. collaboratively.

12b. Describe any barriers you have experienced teaching NEXT S.T.E.P. with a collaborative teaching model.

12c. Please describe any support(s) that you think it would take to enable you to teach NEXT S.T.E.P. collaboratively.

Move to question #13

YES:

12d. Who are the members participating in your collaborative teaching efforts (e.g., SpEd, GenEd, parent, students?)

12e. How are teaching and administrative duties distributed among members of your collaborative team?

12f. How are you managing planning time to teach NEXT S.T.E.P. collaboratively?

12g. Please describe what has worked well in terms of teaching NEXT S.T.E.P. with a collaborative approach.

12h. Describe any barriers you have experienced teaching NEXT S.T.E.P. collaboratively.

12i. Describe any support(s) that would make it easier to teach NEXT S.T.E.P. collaboratively.

13. If you were no longer able to teach NEXT S.T.E.P., for whatever reason, what do you think it would take to keep NEXT S.T.E.P. or some other approach to self-directed transition planning active in your school utilizing a collaborative teaching model in inclusive classrooms?

14. Please describe what administrative support, if any, you had for teaching NEXT S.T.E.P. using this model?

15. Do you think the success you have achieved in obtaining administrative support would transfer to another teacher if you were no longer able to teach NEXT S.T.E.P. with this model?

16. Are you connecting your general curriculum to New York's standards?

NO:

Skip to question 17.

YES:

16a. Please give examples of how you are measuring student progress?

16b. Have you been able to connect any of the NEXT S.T.E.P. activities and outcomes to New York's standards? Please describe.

17. Do you have any examples of products you have created like rubrics connecting NEXT S.T.E.P. to New York standards that you would be willing to share with us? Please describe.

Y. DCDT Workshop Materials

Self-Directed Transition Planning and General Education Reform
DCDT 2001 Presentation

PowerPoint Slides and Selections from the Ohio and New York State Next S.T.E.P. User's Guides

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Model to Infuse *Next S.T.E.P.* into the General Curriculum:

Presentation Outline

- What is *Next S.T.E.P.?*
- Description of sites
- Description of model components
- Recommendations
- Connection to statewide standards and other reform efforts

What is *Next S.T.E.P.?*

Students:

- ✓ Learn about key transition planning concepts
- ✓ Identify hopes and dreams
- ✓ Assess critical transition skills and study results
- ✓ Set and achieve goals
- ✓ Facilitate a meeting to share accomplishments

Sites

- 10 New York and 12 Ohio High Schools
- Schools in rural and urban settings
- Some schools had established inclusive classrooms
- Some schools had established collaborative relationships between general and special educators
- All were struggling with rising statewide standards

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Model Components

- Inclusive classroom
- Integration within existing curricula
- Collaborative planning & instruction

Video

Recommendations:
Inclusive Practices

✓Course Content

✓Class Composition

✓Student Interests

Recommendations: *Collaboration*

- ✓Team Building
- ✓Team Leadership
- ✓Team Planning
- ✓Co-Teaching

Connections to Statewide Standards and Other Reform Efforts

- Map content and outcomes of *Next S.T.E.P.* to statewide standards
- Infuse *Next S.T.E.P.* outcomes into existing assessments (authentic assessment, rubrics, portfolio)

Common Recommendations from Ohio and New York State Educators and Students

Maximizing Student Benefits

Encourage students to ask for help to achieve their goals.

Ensure that students complete one or more goals before the end of the class.

Plan and conduct a culminating or capstone event toward the end of the class at which students can share their accomplishments.

Inclusive Classrooms

Content

Select a class in which meaningful connections can be made between the purposes and activities of Next S.T.E.P. and the purposes and activities of other content being taught in the class.

Engage in purposeful planning on how to coordinate Next S.T.E.P. with other content in the class.

Class composition

Select or build a class in which students are of similar age and grade level.

Create an inclusive class in which all students are part of the class on a full-time basis.

Student ability

Embellish lessons for those students who are moving more quickly than others.

Structure the activities in cooperative working groups to require the active participation of all group members.

Structure cooperative working groups so group members are working toward a common goal.

Structure cooperative working groups to reflect the "personalities" of students and facilitate participation of group members.

Build trust among the students in your classroom before attempting to use peer tutoring strategies.

Student ability (cont.)

Peer tutoring does not have to be one-sided. Develop activities and student pairings so that both can benefit from the interaction.

Student interests

Focus on the goal areas that interest your students.

Select activities that reflect student interests in an area.

Collaborative Planning and Teaching Relationships

Team building

Ensure that collaboration benefits each team member.

Establish a climate of mutual respect among team members.

Involve parent and student members.

Team leadership

Teams with leaders function more effectively than teams without leaders.

A "take charge" leadership approach works well when one collaborator has more experience and/or a stronger mandate to teach Next S.T.E.P. than other collaborators.

A "facilitative" leadership approach works well when team members have somewhat equal experience and/or mandate to teach Next S.T.E.P.

Team planning and evaluation time

Use planning and evaluation time to examine specific activities in each lesson in terms of appropriateness for all students in the class and make modifications in the activities when necessary.

Use planning and evaluation time to insure that some type of "capstone" event is offered toward the end of the class.

Discuss and examine specific responsibilities as collaborators, focusing on the lesson just completed and on the upcoming lesson.

Co-teaching

Choose one lead teacher for Next S.T.E.P. instruction when the lead teacher has more experience than the collaborating instructor teaching the curriculum or similar content and more interest in assuming a leadership role as an instructor of Next S.T.E.P.

Co-teaching (cont.)

Choose two instructors alternating or sharing responsibility for Next S.T.E.P. when both teachers have somewhat equal experience in teaching the curriculum or similar content and equal interest in assuming a role as an instructor of Next S.T.E.P.

Reflect on the specific benefits to students that result from co-teaching Next S.T.E.P., since these benefits provide a powerful incentive for teachers to engage in co-teaching.

Reflect on the specific benefits to teachers that result from co-teaching Next S.T.E.P., since these benefits also provide a powerful incentive for teachers to engage in co-teaching.

Connections to the New York State Learning Standards and School Reform Efforts

During recent years, the connections between special and general education have been strongly influenced by national attention to educational reform. For the Next S.T.E.P. curriculum to have maximum long-term utility, it must be relevant to these educational reform efforts. There are two areas within the general education reform movement that seem to be particularly relevant for users of the Next S.T.E.P. curriculum:

- Standards for student performance

- Student assessments

In this section we present information and suggestions about how to maximize the connections between the Next S.T.E.P. curriculum and these two broad areas of concern. The information and recommendations provided in this section address the following themes:

- connections between Next S.T.E.P. lessons and student performance standards, and

- using Next S.T.E.P. student performance results to assess standards.

Next S.T.E.P. and Student Performance Standards

In the area of educational reform, what captures most of our attention is the national interest in raising "educational standards." Spawned from an assumption that we are failing to educate our students adequately, numerous efforts have emerged, at federal, state and even local levels, to improve education through the articulation of new standards of excellence. In a broad sense, standards are viewed as student performance goals which should serve as the ultimate criteria of educational success. All 50 states have embraced performance standards as a keystone of their educational reform efforts.

In spite of all this activity, it is still somewhat unclear how the articulation of standards will actually affect both curriculum and instruction, on the one hand, and student assessment on the other hand. Within special education, there is a further concern that raising standards will only make it increasingly difficult for students with disabilities to participate successfully in the general education curriculum.

New York State has actively explored student performance standards for years. Most of this effort has centered on the articulation and refinement of these standards. The redesign of instructional programs to address these standards is still a work in progress.

So where does this leave the users of Next S.T.E.P.? The best answer to this question is that we have an opportunity to explore. Statewide standards have clearly arrived in New York State, and one way or another, they will guide instructional efforts in the future. Teachers will be expected to teach to these standards, and students will be expected to accomplish the standards, to the best of their ability. What we need is a road map from the instruction that connects to the standards.

Such a road map is now available for the users of Next S.T.E.P. We have examined the content of Next S.T.E.P. lessons and mapped this content on to the New York State Learning Standards. As we examined the entire curriculum in light of these standards, we were encouraged to find many useful connections. Tables 1 and 2 in Appendix B provide a guide to help you make these connections. Table 1 displays connections sorted by Next S.T.E.P. lesson. Table 2 displays connections sorted by standard (i.e., English Language Arts; Career Development and Occupation Studies). At the end of this section, we also provide two specific examples of these connections.

Next S.T.E.P. and Standards Assessment

Currently student performance standards exist primarily as guidelines for focusing instruction rather than as a fully developed assessment system for evaluating student outcomes. The development of a useful assessment system, however, is clearly an important vision that will guide the standards movement to the next level of implementation. Some preliminary efforts toward this end seem to point the way to the type of assessments that will eventually emerge. A set of rubrics will be developed that can be used to score evidence of student performance with respect to indicators that represent desired standards. All evidence pertaining to this process will be stored within student portfolios.

This is a fairly complicated assessment system, especially when compared to traditional paper and pencil tests that utilize either true/false or multiple-choice response formats. Many people believe that the new rubric-oriented approach to student assessment is more accurate than paper and pencil tests for measuring important student outcomes. For example, if we are interested in a student's ability to gather relevant information about job opportunities in the community that correspond to personal interests, some sort of concrete evidence of accomplishing this will be more relevant than answers to multiple-choice test items. Unfortunately, the technology for this new type of assessment is still in its infancy, and implementing it seems to be significantly more time-consuming than traditional tests. Here we provide two examples of what a rubric approach to assessment of performance indicators might look like, drawing upon Next S.T.E.P. content for the example.

Examples of Next S.T.E.P. Connections to Standard, Indicators, and Assessment

Example One: Point/Scoring System

When examining the lesson content within Next S.T.E.P, we found a number of activities that were relevant to the English/Language Arts standards and performance indicators. One example is found in Lesson 14 Goals for Living On Your Own. The activity on page 209 requires students to:

a) choose a social issue that concerns them, their community, school, or family;
b) research the issue by gathering and reading information from various sources;
c) compose and send a letter to a state representative that expresses their concern for the issue and what they would like the representative to do.

Here is an example of what a numeric/point system rubric approach to authentic assessment of this indicator might look like in New York State, starting with the NYS English/Language Arts Learning Standard:

Standard 1 Language for Information and Understanding (Speaking and Writing)
Commencement Level performance: present a controlling idea that conveys an individual perspective and insight into the topic

Specific indicators include the student's ability to:

- Transmit information
- Ask clarifying questions
- Interpret information into one's own words
- Apply information from one context to another
- Present the information and interpretation clearly, concisely and comprehensively

A teacher may require that the contents of the letter to the state representative incorporate these indicators. Then, the teacher would develop a scoring system corresponding to the number of components successfully included in the letter to complete the rubric assessment:

COMPONENT: WRITING A LETTER
DIMENSION: Rubric

RATINGS: Point System

Score: 4

The student:

- Stated a social issue of concern
- Developed clarifying questions related to the social issue
- Cited three original media for information gathering (i.e. internet, television/radio, original documents, direct interview)
- Interpreted information into one's own words
- Applied information from one context to another
- Used appropriate business letter format
- Used appropriate and correct spelling, grammar and a developed vocabulary
- Created a typed and aesthetically pleasing document
- Sent the letter
- Received a response

Score: 3

The student:

- Stated a social issue of concern
- Developed questions related to the social issue
- Cited three media for information gathering (e.g., internet, television/radio, documents, interviews)
- Interpreted information
- Applied information to the task
- Used letter writing format
- Used correct spelling and grammar
- Created an aesthetically pleasing document
- Sent the letter
- Received a response

Score: 2

The student:

- Stated a social concern
- Used two sources for gathering information
- Relayed the information gathered into document
- Used correct spelling
- Created a letter
- Sent the letter

Score: 1

The student:

- Verbally stated a concern
- Expressed thoughts related to the concern
- Relayed concern in a written format

Score: 0

The student:

- Did not attempt the task
- Attempted a task not related to the assigned lesson

Examples 2: Evaluation Characteristics of the Product

Another set of standards focuses on Career Development and Occupational Studies (CDOS). Standard 3a: Universal Foundation Skills (Personal Qualities)

> *"Personal qualities generally include competence in self-management and the ability to plan, organize and take independent action."*

The commencement level performance indicator for this standard is:

> *"Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance."*

Lessons 9 through 14 contained in Unit 4 of the curriculum focuses on teaching students to set and achieve goals in the four goal areas. The activities in these lessons require students to choose personally meaningful goals, develop and prioritize activities that will lead to goal completion, monitor their progress and make adjustments to their plans, if necessary.

A teacher might require specific end products be completed as an outcome of Lessons 9 through 11. The outcome of these three lessons should be the creation of a student selected job goal. The following is an example of how a rubric might be structured to assess this standard and the specific performance indicator using five categories to structure assessment as an alternative to the point-based system provided in the first example.

COMPONENT: **GOAL COMPLETION**
DIMENSION: **Rubric**
RATINGS: **Characteristics**

Distinguished:

The student

- Chose a personal and meaningful goal
- Developed a prioritized list of activities that lead toward that specific goal
- Developed a method to monitor progress toward meeting this goal
- Completed the Plan Sheets or created a plan containing at least the following component parts; desired goal, skill strengths related to goal, skill needs to reach the goal, prioritized activities, support help needed, time lines to completion, a statement of future plans (goals)
- Completed Next S.T.E.P.'s Worksheet, identifying activities that can be completed in one week that support each goal
- Monitored/recorded and evaluated the progress of each activity
- Demonstrated adjustments related to monitored progress
- Met the goal (original/adjusted)
- Developed a statement of future plans (goals)
- Detailed how to reach future goals

Proficient:

The student

- Chose a personal and meaningful goal
- Developed a list of activities focused on the specific goal
- Completed the Next S.T.E.P. worksheet with an activity that supports the specific goal
- Recorded and evaluated the progress of the specific activities
- Changed the activities related to progress statement
- Met a portion of the goal
- Developed a statement related to future plans (goals)
- Completed the Next S.T.E.P. worksheets

Competent:

The student

- Chose a goal
- Developed activities related to the goal
- Completed the Next S.T.E.P. worksheets
- Recorded the activities completion

Supported:

The student

- Chose a goal
- Completed an activity related to the goal
- All sections of the goal planning sheets were attempted

Re-teach:

The student

- Did not attempt the lesson/activity

- Attempted a task unrelated to the lesson/activity

Tables 1 and 2 in **Appendix B** provide a starting point to assist teachers in developing rubrics for student assessment by New York State Learning Standards. Teachers can develop a rubric approach to student assessment that works for them.

We offer the following recommendations for connecting Next S.T.E.P. to reform efforts.

Connections to Standards and School Reform Efforts: Recommendations

Connections between NEXT S.T.E.P. and Standards

- Examine the extent to which New York State Learning Standards are being utilized in your school district to evaluate the relevance and importance of curriculum materials being used.
- Develop a process for demonstrating the connections between NEXT S.T.E.P. and New York State Learning Standards, using Tables 1 and 2 in Appendix B as a source of information.
- Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.

Using NEXT S.T.E.P. performance for assessment of standards

- Examine the extent to which rubrics are being used in your school district to evaluate student achievement of New York State performance indicators.
- Develop a process for implementing rubric assessments of student performance indicators with NEXT S.T.E.P. outcomes and products.
- Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION - JULY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Complete the development of a career plan that would permit eventual entry into a career option of their choosing.	9	pp. 119-126: Develop a Jobs Student Plan Sheet.	Choose a goal that matches interests and skills and develop a plan for completing the chosen goal.
			10	p. 144: Students choose Next Steps to complete a goal in the Job area.	Choose and work on activities to complete a goal in the Job area.
			11	p. 160: Students complete a Job goal.	Meet standard for goal completion and complete a Job goal.
		p. 3: Apply decision-making skills in the selection of a career option of strong personal interest.	9	pp. 120-126: Students choose a goal in the Job area.	Select a goal in the Job area based on outcomes from self-exploration and self-evaluation activities and amount of job experience.
		p. 3: Analyze skills and abilities required in a career option and relate them to their own skills and abilities.	9	p. 130: Job Goal Suggestions (enhancement activities)	Explore various job requirements and relate their strengths to justify why they would be good at the job and also relate what they need to learn or do better in order to obtain job.
			9	p. 128: Want Ad Scavenger Hunt - job research and analysis	Research various jobs found in newspaper and identify existing or needed skills to be qualified for that job.
			9	pp. 133-140: Students present evidence of meeting standards for Job goal completion.	Present and understand the relationship between the requirements of a job and their own skills and abilities.
DOS 2 - ntegrated Learning	Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	p. 5: Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.	9	p. 130: Job Goal Suggestions (enhancement activities)	Interview employers about skills required and related to academic need.
			12	p. 170: Vocational Representatives - research various vocational training programs and career options	Research various career options including training cost, length of program, and job placement options upon completion.
			12	pp. 176-177: Education and Training Goal B.	Select vocational training that relates to a variety of occupational opportunities.
		p. 5: Research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.	9	pp. 133-140: Present evidence of meeting Job goal standards.	Develop work samples, reports, and other items to include in their goal completion presentation. Identify the relationship between different types of skills required for jobs/careers explored, sampled and selected.

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NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
1 - Language for rmation and derstanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses.	9	p. 128: Want Ad Scavenger Hunt - Reading want ads to understand jobs.	Interpret and analyze information in the newspaper to understand different jobs.
			14	p. 209: Hey, Wait a Minute - Reading various sources of information about a community issue.	Analyze information from a variety of sources and form an opinion about a community issue.
		p. 4: Synthesize information from diverse sources and identify complexities and discrepancies in the information.	8	p. 108: Skill Summary Sheet - Reading and understanding profile report and summarizing skills.	Read profile report, understand and interpret discrepancies from different sources, synthesize ratings and summarize strengths, and areas for improvement on summary sheet.
		p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.	4	pp. 61-62: Activity #2 - Creating and sorting dream cards.	Identify and prioritize hopes and dreams.
			6	pp. 81-82: Discussion on the topic of taking tests	Discuss and understand the differences between testing and self-evaluation.
			8	pp. 103-104: Looking for discrepancies among ratings.	Interpret ratings from multiple sources.
			9	pp. 122-123: Choose Jobs goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Jobs goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.
			12	p. 168: Choose Education and Training goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Education and Training goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.

NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL.

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Section Four
Connections to Ohio's School Reform Efforts

In this section we present information about how to make useful connections between NEXT S.T.E.P. and three statewide educational efforts occurring in Ohio: (a) competencies, (b) academic standards, and (c) Ohio's Career Development Program. We have made specific connections between competencies and Ohio's Career Development Program Blueprint. Teachers should examine and use the connections to implement NEXT S.T.E.P. within the context of these reform efforts.

Connections to Ohio's Competencies

We present information and suggestions about how to maximize the connections between the NEXT S.T.E.P. curriculum and Ohio's competencies that are articulated for the ninth grade proficiency tests and the new tenth grade High School Graduation Qualifying Examinations (HSGQE). The Ohio Department of Education (ODE) has published specific learning outcomes or competencies to measure proficiency in five content areas:

- reading
- writing
- mathematics
- citizenship
- science

The competencies for each content area and grade level can be found on the (ODE) website (www.ode.state.oh.us), or by writing to: Ohio Department of Education, 25 South Front Street, Columbus, Ohio 43215-4183, or calling (1-877-644-6338).

Ohio has been involved in competency-based education and the assessment of competencies through standardized proficiency tests for years. Teachers are expected to teach to these competencies, and students are expected to demonstrate the competencies, to the best of their ability. What we need is a road map from the instructional lessons delivered by teachers to the ODE competencies required by both the Ohio Legislature and ODE.

Such a road map is now available for the users of NEXT S.T.E.P. We examined the content of NEXT S.T.E.P. lessons and mapped this content on to the competencies articulated for the ninth grade proficiency tests and the new tenth grade High School Graduation Qualifying Examinations (HSGQE). As we examined the entire curriculum for connections to the competencies, we were encouraged to find many useful connections. Table 1 in **Appendix B** provides a guide to help make these connections. Table 1 provides suggested connections between the lessons and activities of the NEXT S.T.E.P. curriculum to the competencies outlined by ODE. By 2004, the ninth grade proficiency tests will be replaced by the new tenth grade HSGQE. For the connections to be useful in the interim, we have included connections to both the ninth and tenth grade competencies that are measured in these proficiency tests. Table 1 is organized by:

✔ grade level (9th then 10th),
✔ content area (e.g., reading, writing),
✔ specific learning outcomes (wording used for ninth grade) or competencies (wording used for the HSGQE) associated with each content area,
✔ related NEXT S.T.E.P. lesson number,
✔ related NEXT S.T.E.P. activity, and
✔ description of the associated skill that will be addressed if the activity is implemented.

The connections made in Table 1 are a first step – teachers will need to plan how to best implement the NEXT S.T.E.P. activities and how they will assess students' performance on these activities and ultimately help prepare students for adult life. As with any other curriculum, the alignment to competencies is a work in progress for teachers in Ohio.

We offer the following recommendations for connecting NEXT S.T.E.P. to competencies:

Connections to Competencies: Recommendations

- ✓ *Examine the extent to which Ohio's learning outcomes/competencies are being addressed in your school to evaluate the relevance and importance of curriculum materials being used.*
- ✓ *Infuse NEXT S.T.E.P. into credit-bearing subjects for example, English, social studies, and technology classes that teach students the competencies needed to pass the tests and the skills needed to transition from school to adult life.*
- ✓ *Develop a process for demonstrating the connections between NEXT S.T.E.P. and Ohio's competencies, using Table 1 as a source of information.*
- ✓ *Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.*

Connections to Ohio's Academic Standards

Over the next several years, Ohio will move from competencies to a set of academic standards for basic subject areas. The plan is to have the academic standards for English Language Arts and Mathematics finalized by end of 2001 and standards for other subject areas soon after. Alignment of curricula with the standards will be a high priority. How these standards will be assessed statewide was still unknown at the time this document was written. We believe that teachers will find many useful connections between various academic standards and the NEXT S.T.E.P. curriculum. As teachers begin to examine all of their instructional efforts in light of these new academic standards, the NEXT S.T.E.P. curriculum and others like it should be included. Information about the status of the academic standards and future plans can be found on the ODE website (www.ode.state.oh.us), or by writing to or calling the department.

Connections to the Ohio's Career Development Program

In this section we present information and suggestions about how to maximize the connections between the NEXT S.T.E.P. curriculum and Ohio's Career Development Program. Ohio's Career Development Program provides educational services to all K-12 public school districts in Ohio. The goal of the program is to help Ohio's students learn more about educational and career options while they develop skills in decision making, goal setting, work habits and attitudes. These skills are developed through career exploration activities as well as classroom integration activities.

Curriculum infusion, or integration, is the central focus of the program. Teachers are encouraged to infuse or integrate career concepts into the specific curricula they teach. All schools must offer students the opportunity to complete an Individual Career Plan (ICP) and Career Passport. The ICP is the student's personal career planner and is completed by and reflects the thoughts of the student. The ICP is developed by students prior to grade 9. The Career Passport is initiated by students no later than grade 11. The Career Passport is a student-developed, formal document. The purpose of the Career Passport is to help students clarify their individual goals and to understand their next steps, beyond high school, to reach those goals. Both the ICP and Career Passport are reviewed and revised periodically after they have been completed. More specific information about both the ICP and Career Passport can be found on the Ohio's Career Development Program website (www.ohiocareerdev.org).

There is no designated statewide curriculum area where both the ICP and Career Passport are developed. Each school's career planning team decides where and when students will work on ICPs and Career Passports. Most often, this happens in English or social studies classes. To facilitate the infusion or integration of career development into all K-12 curricula and classroom activities, educators are encouraged to use a document entitled Ohio's Career Development Blueprint. The document includes learner outcomes, indicators and suggested classroom activities organized by 12 key topic areas. Each key topic is defined in the Blueprint and has one to three learner goals assigned. Following each learner goal are numerous indicators that define the goal. There are three versions available of the document corresponding to elementary (K-5), middle (6-8) and high (9-12) school. These documents can be found on the Career Development website (www.ohiocareerdev.org).

We examined the learner outcomes and indicators contained in the high school Career Development Blueprint for connections to the NEXT S.T.E.P. curriculum. As we examined the topics, learner outcomes and indicators covered in the Career Development Blueprint, we found many useful connections between these and NEXT S.T.E.P. lessons and activities. Table 2 in **Appendix B** provides a road map for teachers to examine in order to make these connections. Table 2 connects specific NEXT S.T.E.P. lessons and activities organized by the 12 key topics and the accompanying learner goals and indicators.

We offer the following recommendations for connecting NEXT S.T.E.P. to Ohio's Career Development Program.

Connections to Career Development Program: Recommendations

- ✓ *Examine the extent to which Ohio's Career Development Program is being addressed in your school to evaluate the relevance and importance of integrating the career development learner outcomes and indicators into your ongoing instructional efforts.*
- ✓ *Infuse NEXT S.T.E.P. and other career development activities into credit-bearing subjects, for example, English, social studies, and technology classes that teach students the skills needed to transition from school to adult life.*
- ✓ *Develop a process for demonstrating the connections between NEXT S.T.E.P. and the career development learning outcomes and indicators, using Table 2 as a source of information.*
- ✓ *Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.*

Table 1: Connections between NEXT S.T.E.P. and Ohio's Competencies

GRADE LEVEL	COMPETENCY	COMPETENCY DETAIL	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
9	Reading	Given a fictional selection, the student will demonstrate an integrated understanding of the language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting, by responding to items regarding . . .			
9	Reading	1. The meaning of an unfamiliar word (i.e., uncommon or low-frequency word).	2	(p. 37) Personality Profiles	Read vignettes about fictional individuals and identify the meaning of unfamiliar words.
9	Reading	3. Details (e.g., who, what, when, where, how, or problem/solution).	2	(p. 37) Profile Activity - Option 1	Read vignettes about fictional individuals and answer questions based on understanding of the details in the paragraph.
			9	(p. 127) Punctuality Counts	Read a scenario about job issues and answer questions based on understanding the details in the scenario.
9	Reading	5. Stated or implied main ideas.	2	(p. 37) Profile Activity - Option 1	Read vignettes about fictional individuals and answer questions about the main or implied ideas contained in the vignette.
			9	(p. 127) Punctuality Counts	Read a scenario about job issues and answer questions about the main or implied ideas contained in the vignette.
9	Reading	6. Most-probable outcomes.	2	(p. 37) Profile Activity - Option 1	Read vignettes about fictional individuals and determine probable outcomes based on information contained in vignette with and without attending to transition area and receiving community resources.
			9	(p. 127) Punctuality Counts	Read a scenario about job issues and determine most probable outcomes based on information contained in the scenario.
9	Reading	7. Cause-and-effect relationships.	2	(p. 37) Profile Activity - Option 1	Read vignettes about fictional individuals and determine causes and effects based on the information in the vignette.
			9	(p. 127) Punctuality Counts	Read a scenario about job issues and answer questions at the end of scenario. Determine causes and effects of decision based on information in the scenario.
9	Reading	8. The difference between statements based on fact and statements based on inference.	9	(p. 127) Punctuality Counts	Read scenario about job issue. Answer questions about scenario pointing out which answers are based on fact and which statements are based on inferences made.

Table 2: Connections between NEXT S.T.E.P. and Ohio's Career Development Program

LEARNER GOALS	INDICATORS	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
elf-awareness: Structured means by which students gain knowledge of, understand, and express themselves				
arner Goal 1 - Understand the luence of a positive self-concept	* Identify and appreciate personal interests, abilities, and skills.	3	(pp. 48-51) Likes and Dislikes	Identify likes and dislikes in four transition areas and how they relate to transition planning.
		4	(pp. 60-63) Hopes and Dreams	Identify hopes and dreams and how they relate to transition planning (including enrichment activities).
		5	(pp. 72-76) What I Do Well and Don't Do Well	Identify what one does well and what one doesn't do well and how this relates to transition planning.
	* Demonstrate the ability to use peer feedback.	8	(p. 105) Celebrating Strengths	Communicate strengths and how they relate to hopes and dreams for the future. Accept and give peer feedback about student strengths.
	* Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.	8	(p. 107) Understanding the TSI Profile Report	Receive feedback from peers about how to work around a skill that student needs to improve or how to learn how to do a skill better and incorporate this into transition plans.
	* Demonstrate an understanding of how the environment influences one's behavior.	9	(pp. 122-126) Job Goals	Use information about hopes and dreams, likes and dislikes, strengths and skills needed to improve or work around to help select a Job Goal and to plan how the goal will be achieved.
		9	(pp. 158-159) Refining Next Steps	Share progress on goal and receive feedback from peers about the adequacy of progress. Incorporate feedback into next steps plan.
	* Demonstrate an understanding of the relationship between personal behavior and self-concept.	15	(p. 226) Preparing for a Meeting	Receive feedback from peers about conducting a transition planning meeting. Incorporate feedback to use in the planning meeting.
		16	(pp. 230-233) What's Next	Receive feedback from peers about how to overcome obstacles in goal achievement. Incorporate feedback into strategies for goal attainment.

Table 1: Connections between NEXT S.T.E.P. and Ohio's Competencies

GRADE LEVEL	COMPETENCY	COMPETENCY DETAIL	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
[illegible]					
10	Reading	Given a variety of passages, students will:			
10	Reading	1. Utilize multi-step directions to accomplish a task.	9	(pp. 119-126; 132) Job Goal	Following the steps on worksheet entitled "Guide to Completing Student Plan Sheets," (p. 132), complete steps in the Job Goal area and determine if a plan sheet is completed.
			10	(pp. 143-145) Refining Next Steps	Student develops next steps and puts them in order of completion.
			11	(pp. 157-160) Sharing Accomplishments	Determine if next steps are completed.
			12	(pp. 167-169; 132) Education and Training Goal	Following the steps on worksheet entitled "Guide to Completing Student Plan Sheets," (p. 132), complete steps in the Education and Training Goal area and determine if a plan sheet is completed.
			13	(pp. 187-188; 132) Personal Life Goal	Following the steps on worksheet entitled "Guide to Completing Student Plan Sheets," (p. 132), complete steps in the Personal Life Goal area and determine if a plan sheet is completed.
			14	(pp. 205-206; 132) Living on Your Own Goal	Following the steps on worksheet entitled "Guide to Completing Student Plan Sheets," (p. 132), complete steps in the Living on Your Own Goal area and determine if a plan sheet is completed.
			15	p. 224 Transition Planning Meeting Agenda	Read meeting agenda and follow the agenda during transition planning meeting.
10	Reading	2. Examine uses and purposes of propaganda.	14	p. 209 Hey, Wait a Minute!	Read information about a social issue and determine the use and purpose of propaganda.
10	Reading	3. Recognize an author's purpose and attitude (bias/slant).	9	(p. 133) Complete Job Goal A, Activity 1	Read information from various sources about different jobs and determine the author's purpose for writing each selection.
			13	(p. 192) Complete Personal Life Goal A, Activity 1	Read information from various sources to better understand an activity of interest and determine the author's purpose, bias or slant.
			14	(p. 209) Hey, Wait a Minute!	Read information about a social issue and determine the author's purpose, bias or slant toward the issue.

Z. DCDT Newsletter Article

Self-directed Transition Planning and General Education Reform: Outcomes from Two States

-Bonnie Doren, Ph.D., University of Oregon

Introduction:

During recent years, the connection between special and general education has been strongly influenced by national attention to educational reform and legislative language in the IDEA 1997 requirements. For instruction in self-determination and self-directed transition planning to have maximum long-term utility, it must be relevant to both education reform and transition efforts. A number of years ago my colleagues and I became engaged in an effort to develop a model to integrate self-directed transition planning within education reform efforts. Our assumptions in developing this model were:

-Transition needs are not unique to students with disabilities.

-The effective implementation of general education reform and transition programs should begin with the empowerment of students to assume a high level of responsibility over their own education and futures.

-Model components could be developed and demonstrated to encourage the integration of self-directed transition planning instruction into the general education curriculum within school reform efforts.

-The implementation of the model could result in meeting the academic and transition needs of both students with and without disabilities.

Model Components

There are 3 broad model components:

1. Instruction occurs in an inclusive classroom where both students with and without disabilities learn together.
2. Instruction is delivered using a collaborative planning and implementation strategy that includes special and general education teachers.
3. Instruction in self-directed transition planning is integrated within existing curriculum that is part of a school's ongoing general education program.

Implementation

Over the past four years, demonstration sites in New York and Ohio have implemented the model. We gathered information from teachers and students across sites and states about their experiences in implementing the model. Teachers and students provided lessons learned and recommendations to help educators implement the model effectively.

Curriculum.

The tool used to teach students how to do self-directed transition planning was a curriculum entitled *NEXT S. T.E.P.: Student Transition and Educational Planning* (Halpern, Herr, Doren & Wolf, 2001). The curriculum is organized around four instructional goals:

1. Teach students the underlying concepts and importance of transition planning.
2. Teach students how to do self-exploration.
3. Teach students how to do self-evaluation.
4. Teach students goal setting and goal achievement strategies using what they have learned through their self-exploration and evaluation efforts.

Student Benefits

"Doing the NEXT S.T.E.P. program helped me make a good decision... trying to graduate from high school."

One important consideration about whether one undertakes such a model is the potential impact on the students who participate. Students and teachers provided us with feedback on their experience:

"I learned a lot. If anything, that college is not a joke. It's coming and if I'm not prepared, I'm going to fall behind. So anything I can do to prepare myself is good. I know now that there will be consequences. If I don't put in my applications for college and if I don't try and get good grades now, then I won't end up where I want to be." (General education student, English class)

"I learned a lot about what I need to do for the future. I need to go through high school so I can get a good job. I need to keep up on my health. Mom and Dad aren't always going to be around, it's going to be me. I also learned about how everybody didn't want the same thing." (Special education student, English class)

" When I talk to students about the program, it was clear that they learned how much planning must occur even if they know what they want for their futures. For example, some students had been accepted to college, but they had not really thought about the process that had to take place once they were there. Other students knew they wanted to live in an apartment when they got out of school, but had not gone through the steps, of "O.K., how much is it going to cost?" Now they understand that planning is a process and that they may need to go back and keep adjusting their plans."(General Education Teacher, Health Class)

Recommendations

Teachers provided us with feedback about what works well to: (a) build inclusive classrooms to deliver instruction, (b) collaborate effectively, (c) to align transition instruction to statewide standards reform efforts occurring within their states and schools.

Inclusion

Classroom Content:

Teachers told us that it worked best when meaningful connections could be made between the purposes and outcomes of the NEXT S.T.E.P. curriculum and the purposes and outcomes of the other content taught in the class.

"We were reading a book called the "The Giver." One of themes in there that students find interesting is how someone is given a job or assignment in the community but didn't have a choice—the community in the novel went by your strengths. It fit in well with how our strengths play into what we choose which is part of the self-evaluation piece of the NEXT

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S.T.E.P. curriculum and that we have the right to choose what we want to do, whereas the character in the novel didn't have a choice. Having and making choices is what NEXT S.T.E.P. is all about so that worked out really well."(General education teacher, English class).

Class composition:

All teachers agreed that the model worked best in a naturally occurring, already existing inclusive classroom where students are working with their same-age peers and are part of the class on a full-time basis.

"The best approach from the sites that I saw was to place the curriculum in a pre-established class where all the kids automatically go, like technology, health, English. These approaches worked best. The most successful classes I saw were classes that everybody takes, not a 'made up' class. (Site manager)

Learning Differences:

In any class, students represent tremendous learning variation. A skilled teacher recognizes this and adjusts instructional interventions to maximize student learning. In a class of students with diverse abilities, our teachers found that students responded differently to the curriculum. Some students perceived the lessons were too easy and became bored. Other students perceived the lessons were difficult and became frustrated. Our teachers had to walk a fine line to effectively accommodate both types of responses. All found that increasing or slowing the pace inevitably left one group of students dissatisfied. Teachers made the following suggestions:

-Embellish lessons for those students who are moving more quickly.

-Structure cooperative working groups to reflect the "personalities" of students instead of ability.

-Develop peer-tutoring opportunities that are not one-sided. Develop activities and student pairings so that both can benefit from the interaction.

"One girl was a great thinker and you would think she's a top 'A' student, but she can't read very well. So we would pair her up with someone who could read and help her. The student would read to her and she in turn would have these great insights that she would share." (Special education teacher, English class)

Collaboration

Team building:

Teams worked best when the members perceived mutual benefits from collaboration and members shared a mutual respect for each other.

General & special education team members

"our schedules are so hectic that we say, okay, well this is the time we're gong to do it so let's sit down. The students liked the co-teaching because they fed off our interactions."

Team Leadership:

Overall, teams with designated leaders functioned more effectively than teams without leaders. Two types of leadership model emerged. Both types worked depending on the people and the setting. One was a take charge approach the other was a facilitative approach.

Team Planning:

Team planning was definitely easier said than done. Planning worked best when the special and general education teacher had a common planning time. For the most part, however, this did not happen. Teachers created opportunities to meet, including sessions before and after school, lunch meetings, and short meetings in the hall. Whatever approach to planning was used, all teachers agreed that they needed to meet. Teachers needed to meet about how to: (a) coordinate the delivery of instruction, (b) develop instructional strategies to address student diversity, and (c) develop strategies to connect the curriculum to the other content in the class.

Co-teaching:

Co-teaching is not a new idea. It is just not done very often at the high school level. Teachers co-taught in one of three ways depending on the people and setting:

-A lead teacher taught NS lessons and others assumed role of assistant.

-Two instructors alternated responsibility of lead teacher.

-Two instructors shared responsibility for each lesson.

All teachers agreed that there were benefits to co-teaching for both students and teachers.

Connections to General Education Reform Efforts:

Each site was working on statewide standards and reform efforts. All teachers agreed that to legitimize integration of such a curriculum as NEXT S.T.E.P. into the general curriculum, teachers and administrators need to see how it is relevant to current efforts to improve students' achievement on statewide assessments and other reform efforts. Project staff at the University of Oregon developed a roadmap that connects the skills and outcomes of the NEXT S.T.E.P. curriculum to statewide standards and proficiencies in New York and Ohio. We developed matrices for each state that connects lessons and activities within the curriculum to performance standards or proficiencies around a number of content areas including: Reading, Writing, English, Social Studies, and Health to name a few— around which statewide tests have been developed within New York and Ohio.

Project staff also developed sample rubrics for assessing whether or not a student has met a performance standard or proficiency through engaging in specific NEXT S.T.E.P. activities connected to specific content areas. These connections are only a first step. Teachers will need to plan how best to implement all of their curricula including the NEXT S.T.E.P. curriculum in ways that effectively align with their states' competencies, standards, or proficiencies.

Effective use of this model and alignment of transition skills with other skills students need to know and be able to do should benefit all students in achieving foundational skills and skills that will facilitate their successful transition from school into the adult community. Staff at the University of Oregon in collaboration with our staff located in New York and Ohio have developed a User Guide

-Continued on page 16

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State Improvement Grants-Continued from Page 9

The three projects funded include:

Hartford Public Schools, in collaboration with two parent groups, Padres Abriendo Puertas (PAP) and the African Caribbean American Parents (AFCAMP). PAP and AFCAMP will conduct a series of workshops to train and support parents in the areas of quality transition program development, transition provisions under IDEA, how to be effective advocates in the PPT process, and services and agencies available to assist their children when they graduate from high school.

Regional School District #9 (Easton, Redding), is enhancing, implementing and evaluating the Self-Advocacy Curriculum for all students in special education, Grades 6 through 12.

Southington Public Schools is developing a community-based, student-centered transition initiative, focused on assessing transition skills in a "real-life" community environment. In-depth training and technical assistance are being developed and provided to selected staff to enhance their abilities to conduct situational assessments in the areas of employment, independent living and community participation.

For further information on the SIG grants, contact Karen Stigliano, Consultant for the Transition Initiative, at the Special Education Resource Center **(SERC), at (860) 632-1485, Extension 317 or by email: stiglian@rh.edu.**

Self-directed Transition Planning-Continued from page 15

to assist teachers in implementing the model effectively. The entire User Guide is available on the following Website: **www.irl.cornell.edu/ped/tsal/next.html**. In addition, we provide contact information for staff at the University of Oregon and for each of our state liaisons.

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New York State Users Guide

Take the Next S.T.E.P.

A guidebook to support inclusive and collaborative student-directed transition planning

NEXT S.T.E.P.
Student Transition & Educational Planning

College of Education
University of Oregon

Program on
EMPLOYMENT AND DISABILITY
CORNELL

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Table 2:
Connections between Next S.T.E.P. and New York

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We would also like to acknowledge Carol Golden, Director of Special Education and Itinerant Services – Steuben-Allegany BOCES, and Sonia Braniff, Administrator for Transitional Services – New York City Board of Education, for their contributions of time, ideas and support for this program.

The following schools participated in the field-test of this program:

New York State

Alfred-Almond High School, Almond
Arkport High School, Arkport
Aviation Vocational High School, Queens
Bronx Leadership Academy, Bronx
Canisteo High School, Canisteo
East Brooklyn School of Transit Technology, Brooklyn
Hornell High School, Hornell
New Dorp High School, Staten Island
Social Change Alternative High School, Manhattan
Vanguard Alternative High School, Manhattan

Ohio

Dublin Scioto High School, Dublin
Eastland Career Center, Groveport
Fairfield Career Center, Carroll
Green High School, Franklin Furnace
Hamilton High School, Hamilton
Hamilton Township High School, Hamilton

Introduction

"I thought it was going to be boring ... But when I started doing it, it made me think about what's going to happen in the future, not just waiting for it to come by."

Next S.T.E.P Student

"They each get to have this individual book of their own where they have their lessons, their activity pieces that are part of these separate lessons."

Next S.T.E.P. Teacher

The purpose of this guidebook is to help special and general educators collaborate effectively to teach self-directed transition planning within the general curriculum.

Adolescents need to plan for their future lives after leaving high school. Whether this occurs through "transition" programs in special education or "career education" programs in general education, the needs of students and the types of instructional interventions can be very similar. Students who engage in self-directed transition planning can find meaning and structure within their secondary school experiences as well as lay a good foundation for their emerging adulthood after finishing school.

Educators who plan to serve all students are faced with two challenges that will be explored in this guidebook. One challenge is to create an *inclusive* learning environment in which students with and without disabilities can learn together as they plan for their futures. Another challenge is to create an instructional environment in which special and general education teachers, and perhaps even parents and student leaders, can *collaborate* in the delivery of this instruction.

The information in this guide comes from 14 demonstration sites across two diverse states. More than 35 general and special educators, students and parents have shared information about inclusive classrooms and collaborative planning necessary to deliver instruction on self-direction. The participants across our demonstration sites represent a variety of types of schools and settings including:

- *schools in small rural communities and schools in large urban communities,*
- *schools where many types of inclusive classrooms already exist and schools where very few inclusive classrooms are in place, and*
- *schools where general and special educators have established collaborative relationships and schools where collaboration between general and special educators is a fairly new concept.*

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In spite of this diversity, consistent themes emerged from their experiences. These will be described in the remainder of this guidebook.

We assume that users of the guidebook have already been exposed to the basic components of Next S.T.E.P. The basic curriculum Next S.T.E.P. Student Transition and Educational Planning, 2nd Edition (Helper, Herr, Doren, & Wolf, 2000) can be obtained through the PRO-ED Corporation (phone: 1-800-397-7633 or www.proedinc.com). We have written this guidebook to help those of you who are ready to ***take the Next S.T.E.P.*** of teaching self-directed transition planning to students with and without disabilities learning together.

We have also provided a "copy ready" brochure to help potential users gather support for implementing this program in their schools. The brochure can be found in **Appendix A** of this guidebook.

"The school year is almost over and I had to start doing something ... I finally got my butt in gear."

Next S.T.E.P. Student

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Student Benefits

"If you want to go to college, ... if you don't want to go to college ... it just helps you organize yourself and your ideas."

Next S.T.E.P. Student

The most important consideration as one **takes the Next S.T.E.P.** is the impact on the students who participate. We obtained information from over 140 students across our demonstration sites. Students completed questionnaires about their experience in the program. We also conducted telephone interviews with teachers, and parent and student leaders. One way to appreciate the benefits to students is to read what some of our students, parents, teachers, and site managers had to say.

A few of our student leaders expressed their perceptions of the benefits of participating with the following words:

> *"I think this is very important because it teaches us stuff for our future. You know, stuff we need to know. What I learned is really important to me."* (Student leader, English class)
>
> *"I learned a lot about what I need to do for the future. I need to go through high school so I can get a good job. I need to keep up on my health. Mom and dad aren't always going to be around, it's going to be me. I also learned about how everybody didn't want the same thing."* (Student leader, English class)
>
> *"I think I really learned a lot. If anything, that college isn't a joke. It's coming and if I'm not prepared I'm going to fall behind. So everything I can do to prepare myself is good. I know now there will be consequences. If I don't put in my applications for college, and if I don't try and get good grades now, then I won't end up where I want to be." (*Student leader, Careers class)

A parent team member had this to say:

> *"I think this is a great project and I hope that it continues on every year offering it to the schools, I really do. The kids need this. It's not just sitting and listening to a teacher talk. It's getting students involved in school and what they have to do for the future."* (Parent team member, English class)

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Student Benefits

"The clock is ticking and I need to think about ... what am I going to do and how am I going to get from A to B."

Next S.T.E.P. Teacher

One teacher shared how student interaction and classroom discussions were enhanced by the activities in the curriculum:

> *"We were continually amazed at how certain individuals performed. They'll seem to be out in left field and then, all of a sudden, come up with something outstanding. And that goes for students with and without disabilities. So we were always saying, 'Did you see that person's reaction to this?' We've had a couple of class discussions that I don't believe would have happened in any other class that I have been a part of."* (Special Education teacher, English class)

The following quote is from a teacher who described the experience of a student in the class:

> *"There was this one girl and she wanted to be a teacher desperately. Her mother came down for open school night and said, 'My child can't accomplish this, I don't even know if she will graduate high school.' I showed the parent what we do and told her about the program, and she said, 'Oh wow, this is wonderful and this is something she could do.' She was all excited. And that particular student you could see that toward the end, even if she could not be a teacher, that she chose something that she might like to do. I saw positive differences by the last class."* (General Education teacher, Health class)

Another teacher described her perception of student benefits in the following manner:

> *"Before my students participated in the curriculum, they didn't have any goals. After participating, they all at least have one goal. When they first started, there were students that knew they wanted to be physical therapy assistants five years out of high school. Now these students know that their grades have to improve because they have a goal they are working towards. I am very pleased."* (General Education teacher, Career Education class)

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Student Benefits

Finally, our site managers visited sites on a regular basis and shared their perceptions:

> *"When I talked to students about the program, it was clear that they learned how much planning must occur even if they know what they want for their futures. For example, some students had been accepted to college, but they had not really thought about the process that had to take place once they were there. Other students knew they wanted to live in an apartment when they got out of school, but had not gone through the steps of, O.K. how much is it going to cost. Now they understand that planning is a process and that they may need to go back and keep adjusting their plans."* (Site manager)

> *"When I was visiting one of the sites, they were doing student plan presentations. There was this one young man talking about the different changes that he had in his life, what his dreams were, and then brought it down to a plan. You could sense the students in the class treated this as an important thing – a culminating activity. They really understood the value of the process."* (Site manager)

> *"What worked well was when students initiated their own planning meetings. In one site, students did a Powerpoint presentation. They sat in the position of the seat of authority at their meeting. The students introduced everybody that was there and then they invited everyone to the computer and a show called 'This is my life'. They were very proud of it and it was a good way to demonstrate students use of technology, get a review of what students are doing, and what they have accomplished."* (Site manager)

An important outcome of participating in the Next S.T.E.P. curriculum is for students to experience success in working on their transition goals. We examined the percentage of students in our demonstration sites who fell into one of three groups: (1) students who developed one or more goal plans, (2) students who actually worked on one or more goals, and (3) students who completed one or more goals. As Figure 1 shows, the majority of students (88%) in our demonstration sites worked on or completed a goal.

"Focusing and talking, giving them a chance to understand this is all over, now you have to make your own decisions."

Next S.T.E.P Teacher

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Student Benefits

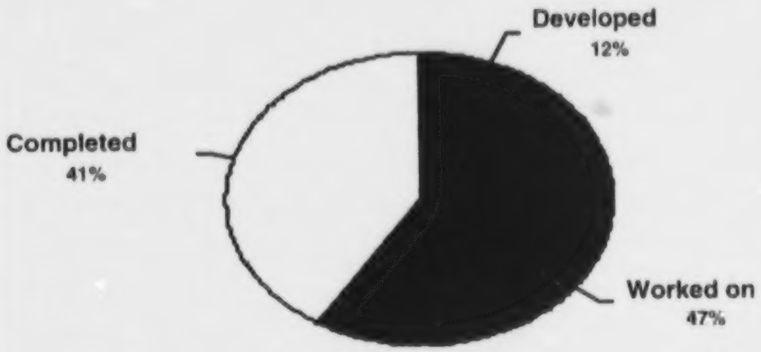

Figure 1. Percentage of students in each of three groups.

We found that student perceptions about key components of self-directed transition planning differed depending on how much progress they made in setting and achieving goals. We examined:

- *the degree to which students asked for help to achieve their goals,*
- *the degree to which students felt in control, confident about, and wanted to, take charge of important decisions about their lives, and*
- *the degree to which students found Next S.T.E.P. helpful in learning how to plan for their future.*

Support from teachers, parents, and family

There are many opportunities within the curriculum for teachers and parents/advocates to provide active support to students as they learn how to do self-directed transition planning. Although students are learning how to take ever increasing responsibility for their future, this does not preclude the need for support from important people in their lives.

"We talked about how we can make our own support system."
Next S.T.E.P. Student

These key stakeholders may not know that students need their support. An integral component of the Next S.T.E.P. curriculum is for students to formally identify people who can help them achieve their goals. In order for this to be effective, students need to advocate for the help they need. We asked students how much they asked for help from others to achieve their goals. It is evident from Figure 2, that students who completed a goal were most likely to indicate that they asked for help compared to students in the other two groups. One can speculate that asking for help from key stake-holders to achieve goals may facilitate goal completion.

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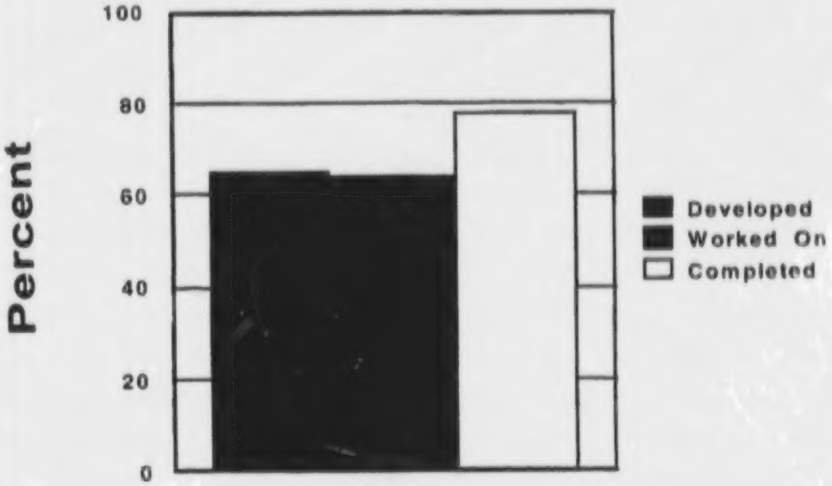

Figure 2. Percentage of students who asked for help to achieve goals

Perceptions about taking charge

As students go through the curriculum lessons, they do self-exploration and self-evaluation activities. Students then use this information to make informed choices about goal selection and the steps they need to take to achieve goals. An intended outcome of the curriculum is that students learn a process of planning that they can use throughout their lives. At the heart of this process is that students learn how to take ever increasing responsibility for their future.

We asked students how they felt about taking charge of important decisions regarding their future. Figure 3 shows the percentage of students who indicated that they felt in control, confident about, and wanted to take charge of important decisions about their future across each of our three groups. A higher percentage of students who worked on or completed a goal felt "in charge" of their futures compared to students who only developed a plan.

"Doing the Next STEP program helped me made a good decision ... trying to graduate from high school."

Next S.T.E.P. Student

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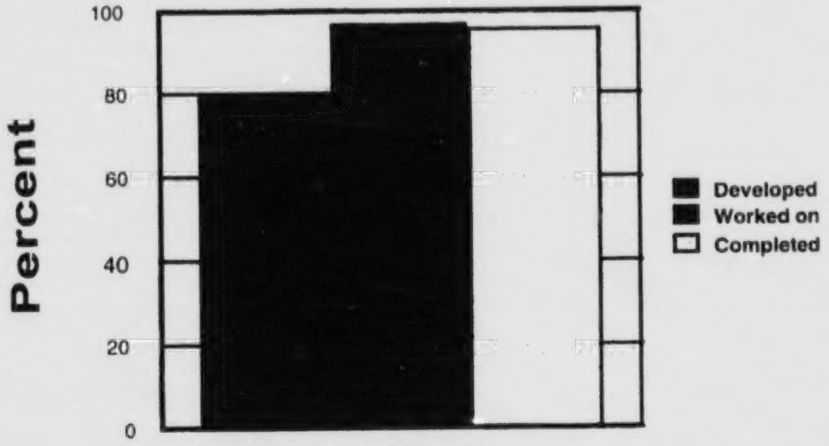

Figure 3. Percentage of students who felt in control, confident about, and wanted to take charge of important decisions about their future.

Perceptions about Next S.T.E.P.

We asked students how helpful they thought Next S.T.E.P. lessons and activities were in helping them learn how to plan for their future. Not surprisingly, Figure 4 indicates students who worked on or completed one or more goals perceived the most benefit from participating in Next S.T.E.P. compared to students who only developed a plan.

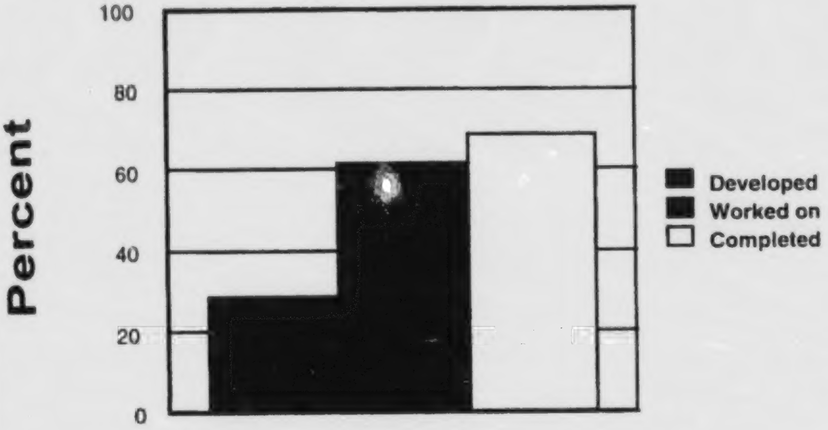

Figure 4. Percentage of students who perceived Next S.T.E.P. helped them learn how to plan for their future.

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Student Benefits

Summary

Based on the qualitative responses, teachers, parents and students indicated a number of benefits of participating in the program. Teachers and parents witnessed increased student engagement in class, respect for other's opinions, progress toward goal completion, and parent support. Students indicated that they learned a process for planning and felt more aware of and in control of their future. Finally, our site managers indicated how important it was to have a culminating "capstone" event where students take charge of presenting their plans. There are lessons in the curriculum that address individual planning meetings and alternative methods to ensure students feel a sense of accomplishment and closure toward the end of the class.

Based on student responses on the questionnaire, some consistent findings emerged. Students who completed one or more goals indicated most frequently that they asked for help to achieve their goals, developed a "take charge" attitude about making decisions regarding their future, and perceived that participation in the program helped them to learn how to plan for their future. These findings demonstrate that, for the program to work, it is vital that students experience progress toward goal completion. Setting a goal is only the first step toward goal completion. Students also need to gain experience implementing their plans, making adjustments along the way, and accomplishing their goals.

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Student Benefits: Recommendations

- Encourage students to ask for help to achieve their goals.
- Ensure that students complete one or more goals before the end of the class.
- Plan and conduct a culminating or capstone event toward the end of the class at which students can share their accomplishments.

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Inclusive Classrooms

"This (inclusion) is a big push in our school. When we started it (Next S.T.E.P.), it wasn't so much of a big push, but right now it really is."

Next S.T.E.P. Teacher

"We break down into our three groups and we'll do an exercise."

Next S.T.E.P Student

In this section, teachers provide feedback about what works well to build inclusive classrooms to teach how to do self-directed transition planning. *What does an inclusive classroom look like?*

- Students with and without disabilities are learning together.
- Students with disabilities are learning alongside their same-age nondisabled peers.
- Students with and without disabilities are receiving Next S.T.E.P. instruction and the instruction in which the curriculum is embedded.
- Support services are available in the classroom to teach both students with and without disabilities.
- Students with disabilities or at risk for academic failure are not over- or under-represented.
- Instruction enhances peer relationships and benefits all students.

Working in an inclusive classroom presented new challenges to many of our teachers. Consistent themes emerged from teachers' experiences about what works well when implementing the curriculum with diverse students in inclusive general education classes. In this section, teachers share their experiences and make suggestions about:(a) the class in which Next S.T.E.P. is embedded, and (b) instructional strategies to address student diversity.

The Class in Which Next S.T.E.P. is Embedded

> "*Differences in the class you are putting the Next S.T.E.P. program into can really affect the flow and ease with which you can implement the activities and the whole process.*" (Special Education teacher, Career Education/Internship program)

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Inclusive Classrooms

"In the regular health class I have tons of flexibility. When I want to teach. How long I want to teach."

Next S.T.E.P. Teacher

Content

In what type of class will Next S.T.E.P. fit? The comment above, from one of our teachers, expresses how important it is to carefully consider how Next S.T.E.P. and the other content in the class will work together. The authors of Next S.T.E.P. suggest and teachers have agreed that the curriculum works best when it is embedded into an existing class that teaches other content in addition to Next S.T.E.P. The Next S.T.E.P. lessons are typically taught two or three times a week, with the remainder of the class time devoted to the other content.

Teachers in our demonstration sites used the curriculum in a variety of classes. Some of the classes included closely related subjects such as career education. Other classes included less directly related subjects such as English. As Next S.T.E.P. becomes increasingly presented in inclusive classrooms, the variety of possible content within embedded classes will also increase. Teachers suggest the following about making Next S.T.E.P. work well with other content:

- Select a class in which meaningful connections can be made between the purposes and activities of Next S.T.E.P. and the purposes and activities of other content being taught in the class.
- Engage in purposeful planning on how to coordinate Next S.T.E.P. with other content in the class.

"You really can combine different lessons into one ... it's set up so that you can jump around."

Next S.T.E.P. Teacher

Meaningful connections

Teachers told us that the class worked best when connections were made between the purposes and activities of Next S.T.E.P. and the purposes and activities of other content taught in the class. Teachers found that the more disparate the content between Next S.T.E.P. and other class content, the more difficult it was to retain lesson-to-lesson continuity. Teachers told us that it was not the name of the class but the content of the class that needed to be considered. Below are some examples of how teachers developed meaningful connections between Next S.T.E.P. and other content.

One teacher taught Next S.T.E.P. in a career education class in which students developed a resume and completed job applications. This teacher had students use what they had learned and produced in Next S.T.E.P. regarding their interests and skills to help them to develop these products. Another teacher, in a technology class, had

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students develop a monthly budget using a computerized data base to determine if they had enough money to rent a place to live. This activity was done in conjunction with the Next S.T.E.P. lesson Living On Your Own.

Other teachers had to stretch a bit more to make connections between Next S.T.E.P. and other class content. For example, several teachers taught the curriculum in an English class. Below are examples of how two of our teachers made connections:

> "*We had students write a five paragraph paper in which they described the goals they developed in Next S.T.E.P. and how they were going to complete their goals. This assignment was incorporated as one of our assignments for English.*" (General Education teacher, English class)
>
> "*We really tried to tie the content of Next S.T.E.P. with the content we were doing in our English class. Lesson 4 of the curriculum suggests students write a paragraph about their hopes and dreams and how their hopes and dreams influence their future plans. We used this writing activity to satisfy one of our English assignments.*" (Special Education teacher, English class)

"Well, what we found to be very helpful was to map out the whole semester."

Next S.T.E.P. Teacher

Engage in planning

Teachers in our demonstration sites quickly realized how important it was to plan how to coordinate the instruction of Next S.T.E.P. and other content in the class before getting started. Many teachers had difficulty dealing with the competing demands of Next S.T.E.P. and other content. For most of our teachers, Next S.T.E.P. was new, while, the other content was fully integrated into the school's ongoing program. Some teachers were caught off guard when, for example, an English examination was just around the corner, or a career education curriculum had just entered the phase that required job shadowing with employers. When these demands emerged, Next S.T.E.P. lessons were sometimes postponed or not completed due to the pressures of competing content.

Based on these experiences, teachers suggested taking the time to plan how to best coordinate instruction. One of our teachers put it this way:

> *"Teachers need to be aware of how important it is to make an assessment early on. They need to look over the materials and consider how Next S.T.E.P. is going to fit into their class. Then they can think about how fast or slow to go and what modifications they can make beforehand instead of scrambling in the middle of it."* (General Education teacher, English class)

Class Composition

All of our teachers agreed that Next S.T.E.P. works best in a naturally occurring, long-standing, inclusive class where students are working with their same-age peers. In some of our sites, long-standing inclusive classrooms were part of the school environment. In other sites, inclusive classrooms were being formed at the time teachers were exploring the use of Next S.T.E.P. Teachers identified two important characteristics of the students in the class that facilitated an inclusive environment:

- Students are of similar age and grade level.
- Students are part of the class on a full-time basis.

"I specifically hand picked which kid would be with which child with which one of us ..."

Next S.T.E.P. Teacher

Similar age and grade level

Some teachers ran into difficulties when students in the class varied widely in age and/or grade level. The issue of student age and/or grade level was especially prevalent when Next S.T.E.P. instruction was involved because of its focus on planning for the future. Two of our teachers explained the problems they encountered in these ways:

> *"Basically the special education kids were 10th and 11th graders and the general education kids were mostly 12th graders. So it was difficult adjusting the curriculum. The senior mentality compared with 10th grade mentality is so different - never mind the special education. Last year I had just 10th and 11th graders and that worked so much better."* (General Education teacher, Health class)

> *"The seniors in the class had the attitude, 'Okay this is my last year, I'm getting out and I have to think about college or my career.' The 9th grade, 10th grade and even the 11th grade students were really concentrating on the here and now and were not even thinking about graduation. What the seniors cared about compared to the younger students differed too much and we had a hard time dealing with that."* (Social Work intern, Career Education/Internship program)

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Based on these experiences, our teachers suggested building an inclusive classroom in which students are of similar age and grade level.

Students are part of the class on a full-time basis

Creating an inclusive class simply to accommodate Next S.T.E.P. sometimes led to students being "placed" temporarily into a class in which they participated in part but not all of the instruction. This created an artificial inclusive environment that did not work well. Teachers across the board told us that students in the class should be part of the class on a full-time basis. One of our site managers, who is also a teacher, visited several of our sites on a regular basis and had this to say:

> *"The best approach from the sites that I saw was to place the curriculum in a pre-established class where all kids automatically go, like home and careers or technology. These approaches worked best. The most successful classes I saw were classes that everybody takes, not a 'made up' class."* (Site manager)

Instructional Strategies to Address Student Diversity

Many dimensions of student diversity occurred in our demonstration classes including, ethnicity, socioeconomic status, age, student ability, student interests and broad influences from rural versus urban settings. Of all these dimensions, classes with students of differing abilities and interests emerged as the most influential reasons teachers employed a variety of instructional strategies. Teachers shared their experiences on how they addressed student diversity in ability and interests.

Student ability

In any class, students represent tremendous learning variation. A skilled teacher recognizes this and adjusts instructional interventions to maximize student learning. In a class of students with diverse abilities, our teachers found that different students responded differently to the Next S.T.E.P. curriculum. These responses were based upon student-perceived difficulty of the lessons. Some students perceived Next S.T.E.P. lessons were too easy and became bored. Other students perceived the lessons were too difficult and became frustrated. Teachers in our demonstration classes told us that they had to walk a fine line to effectively accommodate both types of responses. Increasing or slowing the pacing of the lessons inevitably left one group of students dissatisfied. Teachers offered the following suggestions that worked well to address these two types of responses to the lessons:

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- Embellish lessons for those students who are moving more quickly than others.
- Use cooperative learning strategies.
- Use peer tutoring strategies

Each Next S.T.E.P. lesson contains "core" activities and "enrichment" activities that are available for teachers to incorporate into their lesson plans. Additional opportunities for enrichment may be possible depending on the nature of the class content in which Next S.T.E.P. is embedded. Embellishing lessons with activities for those students who perceived the lessons as too easy was found useful by teachers because it resulted in all students remaining engaged in the instruction. Here are several examples of how teachers modified lessons in this way:

> *"Some of my students really felt like the first lessons in the curriculum were too easy. So we developed an activity around the four goal areas introduced in the first lessons – you know, Jobs, Education and Training, Personal Life, and Living on Your Own. The other teacher and I developed all of these fictional situations of people in each of these four areas. Like one guy who went to college and found out he did not have enough money for all of his books or fun because his parents were only paying for his tuition. We had the students try to go back and plan for that guy so he would end up being able to afford books and some fun. All the students got into it and responded well."* (Special Education teacher, Employability class)

> *"Some of our students found making the collage about their hopes and dreams hokey but others really liked it. So we added something to this activity. Because we were doing different writing assignments in the class for English, we had students develop an essay about someone else's collage. We paired students up and had them interview each other and ask questions about each other's collage and what it represented about that person's hopes and dreams. We then spent time in class having students write about each other's hopes and dreams and how these were captured in the collage. It worked well. Students really took the lesson seriously and it helped my students understand that although they may differ in many ways they all had hopes and dreams and everyone didn't always know what they wanted right away either. For the rest of the semester students seemed to respect each other more."* (General Education teacher, English class)

"We did videotaping of them and their activities because they are hams."

Next S.T.E.P. Teacher

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"Any of the students who had issues with understanding something ... someone else would explain it and they worked ..."

Next S.T.E.P. Teacher

Cooperative learning strategies

The main purpose of cooperative learning is to create a learning environment in which students work with their classmates to achieve group goals and help one another learn. Many of the teachers in our demonstration sites attempted to use elements of cooperative learning to facilitate the teaching of Next S.T.E.P. in an inclusive setting with highly divergent learners. They found that cooperative learning groups worked well when two features were present:

- Groups are structured to require the active participation of all group members.
- Groups are structured to accommodate the "personalities" of group members.

Teachers did a number of things to incorporate these features. Some teachers found that groups worked best when they structured the work to require participation from all group members so that no one student or group of students "took over" the group. The following quote from one of our teachers demonstrates how member participation was encouraged:

> *"We had a large class, and because of the collaborative teaching model, we had three people in the class: myself, the special education teacher, and a college intern. We split the class into three groups that were inclusive. Each of us took a group and made sure that students in the group were working on the same thing and that each group member was participating in completing the assignment. We were kind of the group facilitator while the students would ask each other questions and help each other out. We just made sure that students were working together and that no one person was trying to lead the group or influence others with a bad attitude. It worked well because students in the group were all working toward the same goal."* (Special Education teacher, Health class)

Some teachers found that groups worked best when they were structured to reflect the "personalities" of group members: outgoing matched with shy, distracted matched with focused, non-motivated matched with motivated. Teachers often found that these dimensions of group structure ensured group member participation and accountability more than matching students based on "ability level." Here is what some teachers had to say about creating groups:

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> *"Well, certain students worked better together and it didn't seem to be related to skill level. Some were more outspoken and I couldn't place all my quietest students together and then have all the chatty, 'I want to go up to the front of the room and present' in one group, so we had to balance it out to have a good mix of recorders and reporters and kids in the group that would engage in conversation."* (Special Education teacher, Career Education /Internship Program)

> *"We had one group where two of the students in the group were just too distracted by other things. Another student in the same group was just not motivated. So next time, we split them up and placed each of them in a different group. The students and the groups worked much better."* (General Education teacher, Career Education class)

Peer tutoring

The basic purpose of peer tutoring is for students who have mastered a topic to provide learning assistance to those who have not. In our demonstration sites, the most common reason teachers employed peer tutoring was when their class contained students who were proficient readers as well as students who had trouble reading. Teachers attempted to make the pairings of students mutually beneficial so that one person was not always on the giving end and the other person on the receiving end. This point is best illustrated by the following comment:

> *"One girl is a great thinker and you would think that she's a top 'A' student, but she can't read very well at all. So we would pair her up with someone who could read and help her. The student would read to her and she would have these great insights that she would share."* (Special Education teacher, English class)

Some students who could not read well were embarrassed and put up their defense mechanisms. One teacher described how the students who could not read well made fun of the curriculum. When the teacher talked to these students, they shared their perception that the general education students knew all the answers and that they did not have anything in common with them. The teacher confided that it took a while to build trust among students in the classroom. What helped was some of the large group activities at the beginning of the curriculum. After engaging in a couple of these activities, all of the students realized that they were concerned about the same things and had a lot more in common than they thought. Once this occurred, the teacher said things fell into place more easily and the students who could read better actually took the initiative to help the other students. The teacher described how this worked in the following way:

> *"We ended up doing peer tutoring where we would say, 'Why don't you guys work together over here and help each other out.' The students didn't have a problem because they were thinking more about what they were doing instead of how it was being done. I heard one student who was helping another with the reading say, 'Hey let me read the questions and then we can think about how we want to answer it together and then you can write down the answer.' It did take awhile to build trust that we weren't going to single out students. Some of the special education students who were acting out in the beginning were able to see that even though a student is in general education, maybe that student doesn't know all the answers either."* (General Education teacher, Career Education class)

The benefits of peer tutoring are not limited to providing assistance with reading. Next S.T.E.P. provides multiple opportunities for effective pairings including, for example, pairing students to brainstorm activities that will lead to goal completion, to identify solutions to barriers that emerge as they implement their goals, and to organize a presentation of their accomplishments.

Student Interests

Teachers were confronted by a variety of student interests in their classrooms. Some students had picked out a college and were interested in preparing to leave home. Other students were concerned about what classes they were going to take next year. Some students wanted to work on goals pertaining to jobs. Other students wanted to work on personal life goals. Interestingly, teachers found that student interests and student age were highly correlated. Seniors tended to be more interested about their future after school. Younger students were more interested in what was going on in school.

The selection of goals and activities is flexible within Next S.T.E.P. In order for the curriculum to work well, teachers told us that they had to take into consideration differences in student interests and make modifications to address these differences. Teachers offered the following suggestions:

"Well, you're going to college. What college? 'Well, I'm thinking of Fredonia and' — you're thinking of Fredonia. It's March, you haven't applied to Fredonia."

Next S.T.E.P. Teacher

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- Focus on the goal areas that interest your students.
- Select activities that reflect student interests in an area.

Focus on the goal areas that interest your students

The curriculum provides a structure for addressing four distinct areas for transition planning: (1) jobs, (2) education and training, (3) personal life, and (4) living on your own. Teachers have the flexibility to choose which areas to address. A good reason for choosing one area over another would be the particular interests of the students who happen to be in the class. If these interests happen to be fairly uniform across class members, then it certainly makes sense to focus upon the "hot" areas of interest. Two of our demonstration teachers focused on either jobs or education and training, and described their rationale this way:

> *"We still covered all four areas, but we focused more on and broadened the jobs and education topics due to having seniors in the class."* (General Education teacher, Health class)

> *"I leaned toward the education and training and job areas. This term the students were not very open to discussing the private part of their lives."* (General Education teacher, Preparation for Life class)

Select activities that reflect student interests in an area

The curriculum allows for flexibility and creativity on the part of students in choosing the specific activities to accomplish their goals. Student interests highly influenced what specific activities students selected. One teacher expressed the range of student interests through the following comment:

> *"My seniors are interested in what they are going to do after they leave school. My younger students, even my 11th graders, are interested in short-term goals, like 'How do I pass this class?'"* (Social Work intern, Career Education class)

Teachers helped students to select activities that addressed their interests. For example, students in one class were largely concerned about successfully completing their current classes. These students developed and worked on specific activities that addressed this goal. Teachers found it important to structure the activities within a goal area so students could quickly feel a sense of accomplishment and to lay a solid, positive foundation for goal planning.

"I like it when they give us a scenario and made us act it out and figure out what the person would do."

Next S.T.E.P. Student

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Inclusive Classrooms

Summary	Teachers shared their experiences and made suggestions about what worked well when implementing the Next S.T.E.P. curriculum with diverse students in inclusive general education classes. Teachers made a number of recommendations to help other teachers develop an inclusive learning environment where students with and students without disabilities work together as they plan for their future.

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Inclusive Classrooms: Recommendations

The Class in Which Next S.T.E.P. is Embedded

Content

- Select a class in which meaningful connections can be made between the purposes and activities of Next S.T.E.P. and the purposes and activities of other content being taught in the class.
- Engage in purposeful planning on how to coordinate Next S.T.E.P. with other content in the class.

Class composition

- Select or build a class in which students are of similar age and grade level.
- Create an inclusive class in which all students are part of the class on a full-time basis.

Instructional Strategies to Address Student Diversity

Student ability

- Embellish lessons for those students who are moving more quickly than others.
- Structure the activities in cooperative working groups to require the active participation of all group members.
- Structure cooperative working groups so group members are working toward a common goal.
- Structure cooperative working groups to reflect the "personalities" of students and facilitate participation of group members.
- Build trust among the students in your classroom before attempting to use peer tutoring strategies.
- Peer tutoring does not have to be one-sided. Develop activities and student pairings so that both can benefit from the interaction.

Student interests

- Focus on the goal areas that interest your students.
- Select activities that reflect student interests in an area.

Collaborative Planning and Teaching Relationships

"Our schedules are so hectic that we say, okay, well this is the time we're going to do it so let's sit down ... The students liked it because they fed off of our interactions."

Next S.T.E.P. Teacher

There are a number of challenges teachers face when delivering instruction to students with and students without disabilities learning together. Both general and special education teachers found that building collaborative planning and teaching relationships with each other and other key people was helpful to meet the diverse needs of students in their classrooms. What does collaboration look like?

- A team is formed that consists of a general and special education teacher, one or more student leaders, and a parent.
- Team members meet together to plan and evaluate the impact of the instruction.
- Teaching responsibilities are shared between a general and special education teacher and other participants are involved in teaching activities to some degree.

In this section, teachers provide feedback about what works well in building collaborative relationships. Teachers came from diverse schools and settings. Some schools had a history of collaboration between special and general education in which teachers teamed together to develop new programs, modify curricula, or co-teach. Some schools had little or no experience with collaboration.

In spite of this diversity, consistent themes emerged from their experiences. Teachers provided information about:

- building a team,
- establishing team leadership,
- finding common planning and evaluation time, and
- establishing and using co-teaching strategies to deliver instruction.

Team Building

Instructional teams do not commonly exist in our public schools. For the most part, each teacher is solely responsible for teaching his or her own classes. Our approach to developing an inclusive model for teaching Next S.T.E.P. includes a delivery approach using an instructional team.

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Collaborative Planning and Teaching Relationships

"Audra's a health teacher ... But I'm specific to special ed so I think we complement each other that way very well."

Next S.T.E.P. Teacher

"I think that it is important that you are teamed with an individual that you get along with so that you can read each other well."

Next S.T.E.P. Teacher

Establishing the core team

Even though parent and student leaders participated on teams, the core members of each team consisted of a general and special education teacher. In some sites it was the special education teacher. In other sites it was the general education teacher who initiated team building. Either way team building began, it was most successful when:

- members perceived mutual benefits from collaboration and
- members shared a mutual respect for one another

Two teachers expressed the importance of these characteristics in the following ways:

> *"I think the main thing is getting somebody who wants to work with you. It's ideal that we know each other, we get along, and we do a good job together. I guess that if I was in a room with another teacher who really did not want or need me to be in there, then this would not have worked out."* (General Education teacher, Math class)

> *"I think I would recommend that teachers find someone with whom they can work. We were similar in style of teaching. I don't think that this is a necessary requirement, but we've both been teaching for about the same number of years. Neither of us had control issues or any of the other quirky stuff that can come with personalities. So that would be my recommendation – pick someone that you think you can be in the classroom with and that you can work with."* (Special Education teacher, Social Studies, class)

Involving parent and student members

In order to successfully recruit parent and student leaders, teams offered the following suggestions:

Parent members

- Recruit parents who are already members of the school community.
- Recruit several parents to fill various roles that involve shorter time commitments.

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- Look to community organizations and agencies to fill the parent team member role.

Student members

- Recruit students based on their interest in learning leadership skills.
- Recruit several student leaders to fill various roles.
- Look to student organizations to fill the student leader roles.

"It gave your parents a chance to see what you're doing in school and what kind of goals you're setting for yourself."

Next S.T.E.P. Student

Parents and students who were involved told us that it was important to be included in team planning meetings and to have roles that truly helped teachers and other students. Parents took on various roles in our demonstration sites. One parent co-taught Next S.T.E.P lessons, another conducted presentations in the class about jobs, and another helped with paper work. Students also took on various roles. One student led a classroom discussion on prioritizing time, another co-taught the lesson on how to complete the Transition Skills Inventory (TSI), and another offered suggestions and feedback during team meetings about which activities would work best in the class. Parents and students who were involved told us of the benefits to team membership. A parent and student described their perceptions in the following way:

> *"I think it is great when parents are involved. They need more projects like this in school. It helps teachers because they need the extra hand and they have someone that they can lean on a little bit. I also think that the students are more interested when parents are involved."* (Parent team member, English class)

> *"I think it's a really good idea that they thought to have a student leader because it's good to have kids talking with kids instead of teachers always talking to kids. It's good for students to have responsibility."* (Student leader, English class)

Team Leaderships

One question we explored during our demonstration was whether or not teams needed a leader to function effectively. We found that, overall, teams with leaders functioned more effectively than teams without leaders. Without a designated leader, some of the details slipped through the cracks. One teacher described the problem with the following comment:

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> *"We didn't really focus on all of the stuff with the parents. If there had been someone to coordinate sending home letters and getting parents to a breakfast, and all that stuff, this piece would have worked better."* (General Education teacher, Employability class)

In most instances, designating a team leader enhanced the quality of the collaboration. We discovered two very different leadership approaches. Some leaders "took charge" and basically made decisions and did most of the Next S.T.E.P. teaching. Other leaders tended to serve more as facilitators, with the purpose of guiding a set of procedures for sharing responsibilities among team members. Whichever approach was used, in all of our demonstration sites, a teacher took on the leadership role.

When did a "take charge" leadership model prevail?

Several common conditions seemed to prevail when teams adopted the "take charge" leadership approach. The team leader was more experienced than other team members in teaching Next S.T.E.P. content and/or had a stronger mandate and more time than other team members to focus on Next S.T.E.P. Under these conditions, it made sense for one person to step up and assume major responsibilities. The following teacher comments illustrate this approach:

> *"I think that you have to have a leader. Nothing would get done if you didn't. One person needs to be a leader and then you delegate as you go."* (Special Education teacher, English class)

> *"I assumed the primary role in designing lessons, collecting all data forms, and actually presenting the course. I hope that this was a positive influence. I know that the academic subject teachers have a very full plate around here and I would not want to have given them an inordinate amount of additional responsibilities, so that's why I felt very comfortable in taking this leadership role."* (Special Education teacher, Family group)

> *"She was the main teacher. She is very knowledgeable and I think that she is doing a good job. She's the transition coordinator of our school, so she has a lot of information. She definitely knows what she is doing. I am learning from her and maybe with the learning, I could do it next year. She's a good role model."* (General Education teacher, Math class)

"While I'm still up there speaking they'll go to certain kids that they know need that extra help."

Next S.T.E.P. Teacher

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When did a facilitative approach to leadership prevail?

When teams adopted a facilitative approach to leadership, the experience levels of team members seemed to be somewhat even, as were their mandates and time to accept responsibility for teaching Next S.T.E.P. Under this leadership approach, responsibilities for implementing the curriculum tended to be somewhat evenly distributed among team members. Whoever was acting as the leader assumed logistical responsibility for "making things happen," such as coordinating meeting times, sharing responsibilities for teaching specific lessons, and completing paper work. Here are some teacher comments illustrating this leadership approach:

> *"I definitely think that you need a leader. You need one person who is basically going to be in charge, although we all step up and do this from time to time."* (General Education teacher, Health class)
>
> *"She took charge of scheduling when we would meet. When we met, we would brainstorm ideas together. It was 'Do you want to do this and I'll do that?' I think that this worked out well for us."* (General Education teacher, Social Studies class)
>
> *"We'd both read the lesson ahead of time. Then we'd meet and she would say, 'OK, we have this and that to do.' I'd put in my two cents and say, 'I don't think this is going to fly. We either need to bag this or change that.' She would think about it. If she made a change, it was usually a good suggestion, something that would work."* (General Education teacher, Social Studies class)

ead Succeed

"I can ask her to sit down with me for ten minutes and debrief."

Next S.T.E.P. Teacher

Teachers in our demonstrations sites did not advocate for one approach over another, but they recommended that a team leader be designated whichever approach is adopted.

Planning and Evaluation Time

When did team members find time?

In order for several people to function effectively as an instructional team, it would seem that team members must spend some time together planning and evaluating their joint efforts. Based on the experiences of our demonstration teams, this was definitely easier said than done. The problem wasn't a lack of motivation. For the most part, team members wanted to plan and evaluate together but they often found it difficult to arrange the logistics of such meetings.

Collaborative Planning and Teaching Relationships

"Audra and I decided to meet during 'Common Time' for the Next S.T.E.P. program. This semester we don't have Common Time so we have to find free periods."

Next S.T.E.P. Teachers

In some of our sites both the general and special education teachers had a planning period as part of their typical work day, and the time for their planning periods coincided. Teachers were always enthusiastic about the benefits of using this time to work on their collaborations pertaining to instruction. Under the best circumstances, parents and students participated in these meetings.

More often than not, such an ideal situation did not occur. Planning periods did not coincide or, one or both teachers did not have a designated planning period built into their day. In these situations, teams created opportunities to meet. Teams attempted a variety of approaches, including using lunch periods, sessions before or after school, short meetings in the hall between classes, phone conversations, and occasionally meeting in a team member's home. Many teams used a combination of these approaches to work on their collaboration. In some cases, this approach worked well. The following teacher comment illustrates this:

> *"The other teacher and I are at school early enough in the morning that we would use that time to meet. It was good too because our parent member could make it before she went to work."* (Special Education teacher, Career Education class)

Whether or not participants were able to meet regularly during scheduled planning periods in school, or alternatively if they were able to create a "patchwork" approach to planning and evaluation, there was uniform agreement about the need for such interactions. The underlying concern was almost always the same: teachers would waste instructional time and may make serious mistakes if they attempted to "wing it" during class.

What Did Team Members Need to Meet About?

A special and general education teacher were the members most likely to meet regularly about day-to-day instructional decisions. The content of these meetings tended to focus on one or more of the following three topics:

- instructional strategies to address student diversity,
- alternative approaches to individualized self-directed transition planning, or
- dynamics of instructional collaboration.

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Collaborative Planning and Teaching Relationships

"Usually we met every week or every other week after school and just kind of tried to map out the next couple of weeks."

Next S.T.E.P. Teacher

Instructional strategies to address student diversity

One issue that collaborating teachers wanted to address in their planning and evaluation sessions was the choice and possible modifications of lesson activities to meet different students needs. Teachers and other team members told us that they needed to use their planning and evaluation sessions to develop instructional modifications. One teacher described in the following way how this issue was addressed:

> *"How do we attack a certain lesson? How do we decide the order of the components in the lesson? Do we need to make any modifications in terms of leaving a part out that we don't think is relevant to our students? We didn't use every activity in the curriculum. Some of the activities lent themselves better to our class than other activities. We also worried about time. If we do a particular activity, do we want to finish it in one day or allow it to spill over into another day?"* (Special Education teacher, English class)

"We had to change the program as much as we could and adapt it to the age level of the students and working with the mix."

Next S.T.E.P. Teacher

Alternative approaches to student directed transition planning meetings

Another issue raised by several teachers pertained to the part of the curriculum calling for each student to participate in a self-directed transition planning meeting. The purpose of this meeting is two-fold:

1. to provide an opportunity for students to celebrate their accomplishments in the curriculum and
2. to foster interactions between students and their significant others concerning the students' future transition plans.

Although this type of meeting is a significant capstone event for students it can be difficult to conduct within an inclusive classroom. Special education students are often able to incorporate transition planning into their regularly scheduled IEP meeting. This opportunity does not always exist for general education students.

Many teams found it necessary to use their instructional planning and evaluation sessions to develop alternative approaches for students' individual transition planning meetings. The Next S.T.E.P. curriculum addresses this concern by suggesting that, in lieu of a full-fledged student-directed transition meeting, teachers might

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schedule *classroom* time for students to present their transition plans to each other. Some of our demonstration teachers offered additional suggestions. For example one teacher asked students to write a five paragraph essay describing their plans in each of the transition areas that they had addressed. This essay was sent home for parent review and discussion. The motivation for this type of modification was that time was insufficient to do individual planning meetings for all students. Many teams used their planning time to brainstorm these types of alternative capstone events to allow students to feel a sense of pride and closure by sharing their accomplishments with others toward the end of the class.

"We make it very formal where they have to present and videotape ... They each go over their goals with the class."

Next S.T.E.P. Teacher

Dynamics of instructional collaboration

Teachers expressed the need to plan how they would share instructional responsibilities and then follow up with an evaluation of the impact of these decisions. The comments below illustrate teachers concerns about the need to plan for collaboration.

> *"We talked about what am I going to do on these days, what is he going to do on these other days, and how are we going to mesh the Next S.T.E.P. curriculum into the entire class."* (General Education teacher, English class)
>
> *"A lot of times it was just contact to say, 'OK, this is your week and I finished this lesson and this is where we are at and do you think you can get at least to here? Is there something I need to do to help you?'"* (Special Education teacher, Career Education class)
>
> *"We talked about what each of us was going to be teaching for the rest of the week, and how this was going to work when we broke up the class into three small groups."* (General Education teacher, Health class)
>
> *"We'd always discuss the roles that each of us was going to play, and we'd even map out a routine that was sort of like 'good cop/bad cop.' Not exactly this routine, but we would decide 'you bring up this point and I'll bring up this other point, and we'll just kind of work off of each other.'"* (Special Education teacher, Employability class)
>
> *"It makes me feel more comfortable in what I have to do rather than just being thrown in there without knowing what's going on. She was able to give me some background about what my role would be."* (General Education teacher, Math class)

"... there might be five adults in this class at one time and thank God I get along with a lot of people."

Next S.T.E.P. Teacher

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Collaborative Planning and Teaching Relationships

Based on teacher experiences in our demonstration sites, collaborative instruction was not effective without planning and evaluation opportunities.

Co-Teaching

Co-teaching is not a new idea. It just is not done very often. In this sense, our demonstration of a collaborative model for teaching Next S.T.E.P. in an inclusive setting was not a "natural" way of delivering instruction.

How was instruction delivered?

Three models of co-teaching were used across our demonstration sites.

- A lead teacher taught Next S.T.E.P. lessons with others assuming the role of assistants.
- Two instructors alternated responsibility as lead teacher.
- Two instructors shared responsibility for each lesson

"I basically do the main teaching of the class and the curriculum and explaining. Carol ... interjects her point of view."

Next S.T.E.P. Teacher

The first model of co-instruction involved one teacher assuming primary responsibility for teaching all lessons pertaining to Next S.T.E.P. and the collaborators assuming the role of "assistants." The second model involved two teachers alternating responsibility for serving as the lead instructor. Sometimes teachers alternated after completing each lesson. In other instances, teachers alternated every week regardless of whether the lesson was completed or not. The final model involved complete sharing of instruction for each lesson by the co-instructors.

Teachers in our demonstration sites indicated that they chose one lead teacher for Next S.T.E.P. instruction when the lead teacher had more experience than the collaborating instructor in teaching the curriculum or similar content, or the lead teacher had a stronger interest than the collaborating instructor in assuming major responsibility for the curriculum. When the other models were chosen, both collaborators seemed to have equal experience and interest in assuming a leadership role as instructors.

One model of co-instruction was not preferred over another. The choice of a model was made based on the particular experiences, interests and amount of time available to each of the co-instructors.

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What were the perceived benefits of co-instruction for students?

Regardless of the model chosen, teachers in our demonstration sites had fairly common perceptions about the benefits of co-instruction for students.

Different explanations
"Co-teaching makes it easier for students because sometimes they need to have more than one way of understanding something. My co-instructor and I often had different ways of expressing something." (General Education teacher, English class)

Managing behavior
"The students could get very rambunctious sometimes, and so when there were two of us, it was easier to monitor everybody staying on task." (Special Education teacher, Career Education/ Internship program)

Individual instruction
"When we have them in groups and independently working on things, we can move the process along because there are two of us going around." (Special Education teacher, Career Education/Internship program)

Personal attention
"When you get caught in a conversation with one student about something that is personal, a couple of minutes can go by really quickly." (Special Education teacher, Career Education/ Internship program)

Modeling inclusion
"Her students didn't know me and mine didn't know her. I think that the students kind of liked seeing us both up there together. It was clear that I was not there just to work with my special education students. It allowed the students to blend together in more of a group." (Special Education teacher, Math class)

Increased engagement
"It kept everybody, the kids, on their toes because they didn't know which teacher was going to say something next . It kept them motivated too, because we each had examples that helped us to feed off each other." (General Education teacher, Employability class)

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What were the perceived benefits of co-instruction for teachers?

Teachers also believed that co-instruction enabled them to function better as teachers. Most of the teacher comments about this tended to focus on a single theme: two styles are better than one; two personalities are better than one; two heads are better than one.

> *"I think that it was a positive thing because they got to see two different teaching styles and we work very well together. When one person is teaching, the other person is there for support. Sometimes we would interject things while the other was teaching."* (Special Education teacher, Career Education class)

> *"We work well together. We've always liked working together. She knows exactly where she is headed with the lesson; I keep the kids in control for her. We kind of balance each other with each of our own strengths, so we can function as a team and get the students to do what they need to do."* (Special Education teacher, Career Education/Internship program)

> *"I think it's good because kids can have something explained two different ways and they are not just listening to the same person all the time. I was able to sit toward the back of the room, and contribute thoughts I had as they came up, just like he did when I was up front."* (General Education teacher, English class)

> *"I think it's great. I love cooperative learning and working with other teachers because it gives the kids a break from me. They don't want to listen to me all the time. They have a better chance to see someone else's ideas. The kids like it. It gives them a break from the everyday, normal routine."* (General Education, English class)

In order for co-teaching to work well, teachers underscored the importance of developing mutual respect between collaborators and establishing planning time to prepare for instruction.

Summary

Teachers shared their experiences and made recommentations about what worked well to build collaborative planning and teaching relationships. Teachers offered the following recommendations about team building,team leadership, team planning and evaluation time, and co-teaching.

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Collaborative Planning and Teaching Relationships: Recommendations

Team building

- Ensure that collaboration benefits each team member.
- Establish a climate of mutual respect among team members.
- Involve parent and student members.

Team leadership

- Teams with leaders function more effectively than teams without leaders.
- A "take charge" leadership approach works well when one collaborator has more experience and/or a stronger mandate to teach Next S.T.E.P. than other collaborators.
- A "facilitative" leadership approach works well when team members have somewhat equal experience and/or mandate to teach Next S.T.E.P.

Team planning and evaluation time

- Use planning and evaluation time to examine specific activities in each lesson in terms of appropriateness for all students in the class and make modifications in the activities when necessary.
- Use planning and evaluation time to insure that some type of "capstone" event is offered toward the end of the class.
- Discuss and examine specific responsibilities as collaborators, focusing on the lesson just completed and on the upcoming lesson.

Co-teaching

- Choose one lead teacher for Next S.T.E.P. instruction when the lead teacher has more experience than the collaborating instructor teaching the curriculum or similar content and more interest in assuming a leadership role as an instructor of Next S.T.E.P.
- Choose two instructors alternating or sharing responsibility for Next S.T.E.P. when both teachers have somewhat equal experience in teaching the curriculum or similar content and equal interest in assuming a role as an instructor of Next S.T.E.P.
- Reflect on the specific benefits to students that result from co-teaching Next S.T.E.P., since these benefits provide a powerful incentive for teachers to engage in co-teaching.
- Reflect on the specific benefits to teachers that result from co-teaching Next S.T.E.P., since these benefits also provide a powerful incentive for teachers to engage in co-teaching.

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Connections to Standards and School Reform Efforts

During recent years, the connections between special and general education have been strongly influenced by national attention to educational reform. For the Next S.T.E.P. curriculum to have maximum long-term utility, it must be relevant to these educational reform efforts. There are two areas within the general education reform movement that seem to be particularly relevant for users of the Next S.T.E.P. curriculum:

- Standards for student performance
- Student assessments

In this section we present information and suggestions about how to maximize the connections between the Next S.T.E.P. curriculum and these two broad areas of concern. The information and recommenda-tions provided in this section address the following themes:

- connections between Next S.T.E.P. lessons and student performance standards, and
- using Next S.T.E.P. student performance results to assess standards.

Next S.T.E.P. and Student Performance Standards

In the area of educational reform, what captures most of our attention is the national interest in raising "educational standards." Spawned from an assumption that we are failing to educate our students adequately, numerous efforts have emerged, at federal, state and even local levels, to improve education through the articulation of new standards of excellence. In a broad sense, standards are viewed as student performance goals which should serve as the ultimate criteria of educational success. All 50 states have embraced performance standards as a keystone of their educational reform efforts.

In spite of all this activity, it is still somewhat unclear how the articulation of standards will actually affect both curriculum and instruction, on the one hand, and student assessment on the other hand. Within special education, there is a further concern that raising standards will only make it increasingly difficult for students with disabilities to participate successfully in the general education curriculum.

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New York State has actively explored student performance standards for years. Most of this effort has centered on the articulation and refinement of these standards. The redesign of instructional programs to address these standards is still a work in progress.

So where does this leave the users of Next S.T.E.P.? The best answer to this question is that we have an opportunity to explore. Statewide standards have clearly arrived in New York State, and one way or another, they will guide instructional efforts in the future. Teachers will be expected to teach to these standards, and students will be expected to accomplish the standards, to the best of their ability. What we need is a road map from the instruction that connects to the standards.

Such a road map is now available for the users of Next S.T.E.P. We have examined the content of Next S.T.E.P. lessons and mapped this content on to the New York State Learning Standards. As we examined the entire curriculum in light of these standards, we were encouraged to find many useful connections. Tables 1 and 2 in **Appendix B** provide a guide to help you make these connections. Table 1 displays connections sorted by Next S.T.E.P. lesson. Table 2 displays connections sorted by standard (i.e., English Language Arts; Career Development and Occupation Studies). At the end of this section, we also provide two specific examples of these connections.

Next S.T.E.P. and Standards Assessment

Currently student performance standards exist primarily as guidelines for focusing instruction rather than as a fully developed assessment system for evaluating student outcomes. The development of a useful assessment system, however, is clearly an important vision that will guide the standards movement to the next level of implementation. Some preliminary efforts toward this end seem to point the way to the type of assessments that will eventually emerge. A set of rubrics will be developed that can be used to score evidence of student performance with respect to indicators that represent desired standards. All evidence pertaining to this process will be stored within student portfolios.

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This is a fairly complicated assessment system, especially when compared to traditional paper and pencil tests that utilize either true/false or multiple-choice response formats. Many people believe that the new rubric-oriented approach to student assessment is more accurate than paper and pencil tests for measuring important student outcomes. For example, if we are interested in a student's ability to gather relevant information about job opportunities in the community that correspond to personal interests, some sort of concrete evidence of accomplishing this will be more relevant than answers to multiple-choice test items. Unfortunately, the technology for this new type of assessment is still in its infancy, and implementing it seems to be significantly more time-consuming than traditional tests. Here we provide two examples of what a rubric approach to assessment of performance indicators might look like, drawing upon Next S.T.E.P. content for the example.

Examples of Next S.T.E.P. Connections to Standards, Indicators, and Assessment

Example One: Point/Scoring System

When examining the lesson content within Next S.T.E.P, we found a number of activities that were relevant to the English/Language Arts standards and performance indicators. One example is found in Lesson 14 Goals for Living On Your Own. The activity on page 209 requires students to:

a) choose a social issue that concerns them, their community, school, or family;
b) research the issue by gathering and reading information from various sources;
c) compose and send a letter to a state representative that expresses their concern for the issue and what they would like the representative to do.

Here is an example of what a numeric/point system rubric approach to authentic assessment of this indicator might look like in New York State, starting with the NYS English/Language Arts Learning Standard:

Standard 1 Language for Information and Understanding (Speaking and Writing) *Commencement Level performance: present a controlling idea that conveys an individual perspective and insight into the topic*

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Connections to Standards and School Reform Efforts

Specific indicators include the student's ability to:

- Transmit information
- Ask clarifying questions
- Interpret information into one's own words
- Apply information from one context to another
- Present the information and interpretation clearly, concisely and comprehensively

A teacher may require that the contents of the letter to the state representative incorporate these indicators. Then, the teacher would develop a scoring system corresponding to the number of components successfully included in the letter to complete the rubric assessment:

COMPONENT: WRITING A LETTER
DIMENSION: Rubric

RATINGS: Point System

Score: 4

The student:

- Stated a social issue of concern
- Developed clarifying questions related to the social issue
- Cited three original media for information gathering (i.e. internet, television/radio, original documents, direct interview)
- Interpreted information into one's own words
- Applied information from one context to another
- Used appropriate business letter format
- Used appropriate and correct spelling, grammar and a developed vocabulary
- Created a typed and aesthetically pleasing document
- Sent the letter
- Received a response

Score: 3

The student:

- Stated a social issue of concern
- Developed questions related to the social issue
- Cited three media for information gathering (e.g., internet, television/radio, documents, interviews)
- Interpreted information
- Applied information to the task
- Used letter writing format
- Used correct spelling and grammar
- Created an aesthetically pleasing document
- Sent the letter
- Received a response

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Score: 2

The student:

- Stated a social concern
- Used two sources for gathering information
- Relayed the information gathered into document
- Used correct spelling
- Created a letter
- Sent the letter

Score: 1

The student:

- Verbally stated a concern
- Expressed thoughts related to the concern
- Relayed concern in a written format

Score: 0

The student:

- Did not attempt the task
- Attempted a task not related to the assigned lesson

Examples 2: Evaluation Characteristics of the Product

"What are the skills that you gained? How is this relevant to your life? ... Or how has this made an impact on you? All of those categories are part of the concept of the rubic."

Next S.T.E.P. Teacher

Another set of standards focuses on Career Development and Occupational Studies (CDOS). Standard 3a: Universal Foundation Skills ersonal Qualities)

> *"Personal qualities generally include competence in self-management and the ability to plan, organize and take independent action."*

The commencement level performance indicator for this standard is:

> *"Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance."*

Lessons 9 through 14 contained in Unit 4 of the curriculum focuses on teaching students to set and achieve goals in the four goal areas. The activities in these lessons require students to choose personally meaningful goals, develop and prioritize activities that will lead to goal completion, monitor their progress and make adjustments to their plans, if necessary.

A teacher might require specific end products be completed as an outcome of Lessons 9 through 11. The outcome of these three lessons should be the creation of a student selected job goal. The following is an example of how a rubric might be structured to assess this standard and the specific performance indicator using five categories to structure assessment as an alternative to the point-based system provided in the first example.

Connections to Standards and School Reform Efforts

COMPONENT: GOAL COMPLETION
DIMENSION: Rubric
RATINGS: Characteristics

Distinguished:

The student

- Chose a personal and meaningful goal
- Developed a prioritized list of activities that lead toward that specific goal
- Developed a method to monitor progress toward meeting this goal
- Completed the Plan Sheets or created a plan containing at least the following component parts; desired goal, skill strengths related to goal, skill needs to reach the goal, prioritized activities, support help needed, time lines to completion, a statement of future plans (goals)
- Completed Next S.T.E.P.'s Worksheet, identifying activities that can be completed in one week that support each goal
- Monitored/recorded and evaluated the progress of each activity
- Demonstrated adjustments related to monitored progress
- Met the goal (original/adjusted)
- Developed a statement of future plans (goals)
- Detailed how to reach future goals

Proficient:

The student

- Chose a personal and meaningful goal
- Developed a list of activities focused on the specific goal
- Completed the Next S.T.E.P. worksheet with an activity that supports the specific goal
- Recorded and evaluated the progress of the specific activities
- Changed the activities related to progress statement
- Met a portion of the goal
- Developed a statement related to future plans (goals)
- Completed the Next S.T.E.P. worksheets

Competent:

The student

- Chose a goal
- Developed activities related to the goal
- Completed the Next S.T.E.P. worksheets
- Recorded the activities completion

Supported:

The student

- Chose a goal
- Completed an activity related to the goal
- All sections of the goal planning sheets were attempted

Reteach:

The student

- Did not attempt the lesson/activity
- Attempted a task unrelated to the lesson/activity

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Connections to Standards and School Reform Efforts

Tables 1 and 2 in **Appendix B** provide a starting point to assist teachers in developing rubrics for student assessment by New York State Learning Standards. Teachers can develop a rubric approach to student assessment that works for them.

We offer the following recommendations for connecting Next S.T.E.P. to reform efforts.

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Connections to Standards and School Reform Efforts: Recommendations

Connections between NEXT S.T.E.P. and Standards

- Examine the extent to which New York State Learning Standards are being utilized in your school district to evaluate the relevance and importance of curriculum materials being used.
- Develop a process for demonstrating the connections between NEXT S.T.E.P. and New York State Learning Standards, using Tables 1 and 2 in Appendix B as a source of information.
- Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.

Using NEXT S.T.E.P. performance for assessment of standards

- Examine the extent to which rubrics are being used in your school district to evaluate student achievement of New York State performance indicators.
- Develop a process for implementing rubric assessments of student performance indicators with NEXT S.T.E.P. outcomes and products.
- Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.

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Supported:

The student

- Chose a goal
- Completed an activity related to the goal
- All sections of the goal planning sheets were attempted

Reteach:

The student

- Did not attempt the lesson/activity
- Attempted a task unrelated to the lesson/activity

Tables 1 and 2 in **Appendix B** provide a starting point to assist teachers in developing rubrics for student assessment by New York State Learning Standards. Teachers can develop a rubric approach to student assessment that works for them.

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Connections to Standards and School Reform Efforts: Recommendations

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- Examine the extent to which New York State Learning Standards are being utilized in your school district to evaluate the relevance and importance of curriculum materials being used.

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- Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.

Using NEXT S.T.E.P. performance for assessment of standards

- Examine the extent to which rubrics are being used in your school district to evaluate student achievement of New York State performance indicators.

- Develop a process for implementing rubric assessments of student performance indicators with NEXT S.T.E.P. outcomes and products.

- Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.

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Summary of Recommendations

Student Benefits	• Encourage students to ask for help to achieve their goals. • Ensure that students complete one or more goals before the end of the class. • Plan and conduct a culminating or capstone event toward the end of the class at which students can share their accomplishments.

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Summary of Recommendations

Inclusive Classrooms

Content

- Select a class in which meaningful connections can be made between the purposes and activities of Next S.T.E.P. and the purposes and activities of other content being taught in the class.
- Engage in purposeful planning on how to coordinate Next S.T.E.P. with other content in the class.

Class composition

- Select or build a class in which students are of similar age and grade level.
- Create an inclusive class in which all students are part of the class on a full-time basis.

Student ability

- Embellish lessons for those students who are moving more quickly than others.
- Structure the activities in cooperative working groups to require the active participation of all group members.
- Structure cooperative working groups so group members are working toward a common goal.
- Structure cooperative working groups to reflect the "personalities" of students and facilitate participation of group members.
- Build trust among the students in your classroom before attempting to use peer tutoring strategies.
- Peer tutoring does not have to be one-sided. Develop activities and student pairings so that both can benefit from the interaction.

Student interests

- Focus on the goal areas that interest your students.
- Select activities that reflect student interests in an area.

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Summary of Recommendations

Collaborative Planning and Teaching Relationships

Team building

- Ensure that collaboration benefits each team member.
- Establish a climate of mutual respect among team members.
- Involve parent and student members.

Team leadership

- Teams with leaders function more effectively than teams without leaders.
- A "take charge" leadership approach works well when one collaborator has more experience and/or a stronger mandate to teach Next S.T.E.P. than other collaborators.
- A "facilitative" leadership approach works well when team members have somewhat equal experience and/or mandate to teach Next S.T.E.P.

Team planning and evaluation time

- Use planning and evaluation time to examine specific activities in each lesson in terms of appropriateness for all students in the class and make modifications in the activities when necessary.
- Use planning and evaluation time to insure that some type of "capstone" event is offered toward the end of the class.
- Discuss and examine specific responsibilities as collaborators, focusing on the lesson just completed and on the upcoming lesson.

Co-teaching

- Choose one lead teacher for Next S.T.E.P. instruction when the lead teacher has more experience than the collaborating instructor teaching the curriculum or similar content and more interest in assuming a leadership role as an instructor of Next S.T.E.P.
- Choose two instructors alternating or sharing responsibility for Next S.T.E.P. when both teachers have somewhat equal experience in teaching the curriculum or similar content and equal interest in assuming a role as an instructor of Next S.T.E.P.
- Reflect on the specific benefits to students that result from co-teaching Next S.T.E.P., since these benefits provide a powerful incentive for teachers to engage in co-teaching.
- Reflect on the specific benefits to teachers that result from co-teaching Next S.T.E.P., since these benefits also provide a powerful incentive for teachers to engage in co-teaching.

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Summary of Recommendations

Connections to Standards and School Reform	***Connections between NEXT S.T.E.P. and Standards*** - Examine the extent to which New York State Learning Standards are being utilized in your school district to evaluate the relevance and importance of curriculum materials being used. - Develop a process for demonstrating the connections between NEXT S.T.E.P. and New York State Learning Standards, using Tables 1 and 2 in Appendix B as a source of information. - Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P. ***Using NEXT S.T.E.P. performance for assessment of standards*** - Examine the extent to which rubrics are being used in your school district to evaluate student achievement of New York State performance indicators. - Develop a process for implementing rubric assessments of student performance indicators with NEXT S.T.E.P. outcomes and products. - Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.

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Appendix A

Administrative Brochure

NEXT S.T.E.P.

Student Transition & Educational Planning

Help Prepare All Students for Life After High School

Self-Directed Transition Planning for All Students

A Field Tested Model Utilizing Collaborative Instructional Teams to Implement the NEXT S.T.E.P. Curriculum in Inclusive Classroom Settings.

A Model to Help Educators Prepare Students for Life After High School.

All adolescents need to plan for their future lives after high school. Whether this occurs through "transition" programs that are found in special education or "career education / occupational studies" programs that are found in general education, the needs of students and instructional interventions can be similar in both situations. This model was developed to incorporate "best practices" of inclusion and collaboration to teach self-directed transition planning instruction in the general curriculum.

What is the NEXT S.T.E.P. Curriculum?

- A set of structured lessons that will hel students to plan for the future.
- An approach that will help students tak charge of developing a transition plan fo leaving school and beginning to live as adults in the community.

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What will students learn by using NEXT S.T.E.P.?

- How to conduct a self-evaluation of important skills that will help their transitions go well.
- How to develop and implement goals in four critical transition areas:

  Jobs *Education & Training*
  Personal Life *Living On Your Own*

- How to facilitate a personal transition planning meeting.
- How to monitor and adjust their plans as needed.
- How to celebrate their accomplishments.

How can NEXT S.T.E.P. be a meaningful part of the general education curriculum?

- NEXT S.T.E.P. is easily incorporated into existing, general education classes in a variety of subject areas.
- NEXT S.T.E.P. purposes and outcomes connect to many of the New York State Learning Standards.
- NEXT S.T.E.P. facilitates the assessment of student progress towards meeting standards.

How can NEXT S.T.E.P. instruction be successfully delivered in inclusive classrooms?

- Place the curriculum in a pre-established, inclusive class where all students participate on a full-time basis.
- Develop meaningful connections between NEXT S.T.E.P. and other content taught in the class.
- Build collaborative instructional teams consisting of:
  - ✓ *General Education Teacher*
  - ✓ *Special Education Teacher*
  - ✓ *Parent / Advocate*
  - ✓ *One or more Student Leaders*
  - ✓ *Other school or community support members.*
- Create meaningful ways for all team members to be involved in ongoing NEXT S.T.E.P. instruction.
- Establish common planning and evaluation time for instructional team members.

For more information about NEXT S.T.E.P. contact ProEd at 1-800-897-3202 or www.proedinc.com

What are the benefits of teaching NEXT S.T.E.P. using a collaborative instructional team in an inclusive setting?

Teachers have the opportunity to…

- Co-teach in an inclusive classroom.
- Learn from each other's skills.
- Role model collaboration for students.
- Nurture leadership among parent and student members of the instructional team.

Students have the opportunity to…

- Learn and demonstrate leadership skills while working as part of an instructional team.
- Implement a planning process to help them make decisions about their future.
- Work collaboratively with other students in an inclusive classroom.

Parents have the opportunity to…

- Help their child plan for the future.
- Volunteer as a role model / leader in their child's class.

Appendix B

Table 1. **Connections between NEXT S.T.E.P. and New York State Learning Standards sorted by *NEXT S.T.E.P.* lesson number**

Table 2. **Connections between *NEXT S.T.E.P.* and New York State Learning Standards sorted by standard**

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
1	p. 29: Panel of former students.	Participate in a discussion about transition issues.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
1	p. 30: Haiku Plans - writing activity	Use the literary form of Haiku poetry to write about the importance of planning for the future.	ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.
1	pp. 23-24: Overview video and discussion	Engage in group discussion about video content and components of transition planning process.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
1	p. 29: Panel of Former Students	Prepare interview questions and engage in question and answer session with peer group panel.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.
2	pp. 36: Video vignette and discussion	Engage in group discussion about video content.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
2	pp. 37-38: Profile Activity	Read paragraphs and write down answers to questions in small groups, and share answers with other class members.	ELA 4 - Language for Social Interaction	Reading and Writing - Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.	p. 16: Use a variety of print and electronic forms for social communication with peers and adults.

NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL FROM THE 1996 REVISED EDITIONS.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
3	p. 50: Activity 3	Create a collage representing likes and dislikes.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
3	p. 51: Transition Planners	Create a personalized Transition Planner (portfolio).	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
3	pp. 48-49: Video vignette and discussion	Engage in group discussion about video content.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
3	p. 50: How likes and dislikes can be used in transition planning	Engage in discussion of relationship between likes and dislikes and choices in four transition planning areas.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
4	pp. 61-62: Tip - Create Hopes & Dreams Wall	Create a mural on the classroom wall to illustrate hopes and dreams.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
4	p. 62: Interview support person about their hopes and dreams.	Interview an adult support person.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.

NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL FROM THE 1996 REVISED EDITIONS.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
4	pp. 61-62: Activity #2 - Creating and sorting dream cards.	Identify and prioritize hopes and dreams.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
4	p. 63: Futuristic Poetry - writing activity	Use the literary form of writing poetry in couplets to write about hopes and dreams.	ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.
4	p. 62: Interview Support Person about Hopes and Dreams	Individually interview an adult and engage in class discussion about interview results.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.
5	p. 73: Activity 2	Act our skills that students do and don't do well.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings.
5	pp. 75-76: Focusing on the Talents	Use pencil, crayon and paint on paper to illustrate what students do well and don't do well.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
5	pp. 73-74: Discussion of relationship of strengths and weaknesses to transition planning	Engage in group discussion about relationship between transition planning and the things one does well and does not do well.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
6	pp. 81-82: Discussion on the topic of taking tests	Discuss and understand the differences between testing and self-evaluation.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
6	p. 81: Video vignette and discussion	Engage in group discussion about video content.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Write monologues and scenes to communicate ideas and feelings.
8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Enact experiences through pantomime, improvisation, play writing, and script analysis.
8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
8	p. 110: Secret Message Activity	Create a pencil and paint work depicting skills the student wants to learn or improve.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
8	p. 107: Group problem solve to identify ways others might improve or work around a skill.	Assist others in developing ways to improve skills.	CDOS 3a - Universal Foundation Skills	Interpersonal Skills - Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.	p. 15: Communicates effectively and help others to learn a new skill.
8	p. 103: Discussing discrepancies in TSI profile report.	Listen and understand discrepancies in ratings of skills between self-assessment and assessments completed by others.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
8	pp. 103-106: Processing the TSI	Identify personal strengths and areas for improvement. Evaluate discrepancies among various TSI respondents.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.
8	pp. 105-107: Understand TSI profile report.	Learn strategies to improve or work around skill deficits.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.
8	p. 110: Problem solving for skills deficits.	Develop strategies to cope with skills deficits.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.
8	p. 108: Skill Summary Sheet - Reading and understanding profile report and summarizing skills.	Read profile report, understand and interpret discrepancies from different sources, synthesize ratings and summarize strengths, and areas for improvement on summary sheet.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Synthesize information from diverse sources and identify complexities and discrepancies in the information.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
8	pp. 103-104: Looking for discrepancies among ratings.	Interpret ratings from multiple sources.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
8	pp. 104-106: Identify Skills that are Strengths	Compare and contrast skills to identify strengths and areas for needed personal development.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.
8	p. 109: Character Improvisation Skits - writing activity	Use the literary form of short story to write and read aloud / act out a short story based on a personal strength.	ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.
8	pp. 109-110: Acrostic Poem - writing activity	Use the literary form of acrostic poetry to write about a personal strength.	ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.
8	p. 105: Celebrating strengths	Speak to class and share individual strengths. Listen for feedback from class members about additional strengths.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation.
8	pp. 91-99: Complete TSI Ratings	Rate self on personal and social skills.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Health Education - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	p. 12: Evaluate personal and social skills which contribute to health and safety of self and others.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	p. 130: Next Steppin' Charades	Act out Next Step activities.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings.
9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Music - Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.	p. 14: Understand a broad range of career opportunities in the field of music, including those involved with funding, producing, and marketing musical events.
9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Theatre - Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.	p. 15: Understand a broad range of vocations/avocations in performing, producing, and promoting theatre.
9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job applications, mock job interviews, and job shadowing to learn about careers in the arts.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Theatre - Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.	p. 15: Understand a broad range of vocations/avocations in performing, producing, and promoting theatre.
9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Visual Arts - Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate material (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	p. 15: Understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art (d).

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Table 1: Connections Between NEXT S.T.E.P. and New York Learning Standards Sorted by Lesson Number

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job applications and job interviews, and job shadowing to learn about careers in the arts.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Visual Arts - Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate material (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	p. 15: Understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art (d).
9	pp. 119-126: Develop a Jobs Student Plan Sheet.	Choose a goal that matches interests and skills and develop a plan for completing the chosen goal.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Complete the development of a career plan that would permit eventual entry into a career option of their choosing.
9	pp. 120-126: Students choose a goal in the Job area.	Select a goal in the Job area based on outcomes from self-exploration and self-evaluation activities and amount of job experience.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Apply decision-making skills in the selection of a career option of strong personal interest.
9	p. 130: Job Goal Suggestions (enhancement activities)	Explore various job requirements and relate their strengths to justify why they would be good at the job and also relate what they need to learn or do better in order to obtain job.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Analyze skills and abilities required in a career option and relate them to their own skills and abilities.
9	p. 128: Want Ad Scavenger Hunt - job research and analysis	Research various jobs found in newspaper and identify existing or needed skills to be qualified for that job.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Analyze skills and abilities required in a career option and relate them to their own skills and abilities.
9	pp. 133-140: Students present evidence of meeting standards for Job goal completion.	Present and understand the relationship between the requirements of a job and their own skills and abilities.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Analyze skills and abilities required in a career option and relate them to their own skills and abilities.
9	p. 130: Job Goal Suggestions (enhancement activities)	Interview employers about skills required and related to academic need.	CDOS 2 - Integrated Learning	Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	p. 5: Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	pp. 133-140: Present evidence of meeting Job goal standards.	Develop work samples, reports, and other items to include in their goal completion presentation. Identify the relationship between different types of skills required for jobs/careers explored, sampled and selected.	CDOS 2 - Integrated Learning	Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	p. 5: Research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.
9	p. 127: Punctuality Counts - mock court or debate option	Read case study and listen to opponent's argument. Analyze information in order to present verbal defense of position.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
9	p. 130: Job Goal Suggestions	Participate in a mock job interview.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
9	pp. 120-126: Work on a Jobs Goal	Choose a Jobs goal, choose and work on an activity and monitor progress and next steps for improvement.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
9	pp. 117-140: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	p. 127: Punctuality Counts - mock court or debate	Read case study and listen to opponent's argument. Analyze information in order to present verbal defense of position.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.
9	p. 128: Want Ad Scavenger Hunt - Reading want ads to understand jobs.	Interpret and analyze information in the newspaper to understand different jobs.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses.
9	pp. 122-123: Choose Jobs goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Jobs goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present and discuss proposed solution to case study scenario using a mock court or debate presentation format.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Present a controlling idea that conveys an individual perspective and insight into the topic.
9	pp. 119-126: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.
9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present argument and related evidence about proposed solution to case study scenario in mock court or debate activity.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	p. 127: Punctuality Counts (court or debate options) - case study scenario	In a mock court or debate setting, present rationale for proposed solution to case study scenario.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.
9	pp. 133-140: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.
9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present details and evidence from the case study to persuade the group to adopt a specific solution.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position.
9	p. 127: Punctuality Counts (court or debate options) - case study scenario	In a mock court or debate setting, adjust one's oral presentation in order to respond to opponent's presentation.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience.
9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Use debate skills in a formal debate or mock court setting.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate.
9	p. 119: Video vignette and discussion	Engage in group discussion about video content.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	p. 127: Punctuality Counts (discussion) - case study scenario	Engage in group discussion about case study scenario.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
9	pp. 128-129: What Do I Do? - job skills discussion	Engage in individual conversations about job related skills and activities.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
9	p. 130: Job Goal Suggestions (Job shadow, mock interviews, etc.)	Listen to employer presentations, participate in mock job interviews, and talk with an adult in a job shadow setting.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.
9	pp. 104-106: Understand TSI Ratings	Identify strengths and weakness related to personal and social skills.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Health Education - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	p. 12: Evaluate personal and social skills which contribute to health and safety of self and others.
9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.
9	pp. 119-126: Develop a Jobs Goal Student Plan Sheet.	Choose a goal in the Jobs goal area that matches students' interests and skills and develop a plan for completing the chosen goal.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).
9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job interviews, and job shadowing.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).
9	pp. 120-126: Work on a Jobs Goal	Choose a Jobs goal. Choose and work on an activity and monitor progress and next steps for improvement.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).
9	pp. 120-126: Goal A - Research Jobs	Choose activities related to Education and Training goals. Develop a plan and monitor progress.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Physical Education - Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.	p. 18: Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
10	p. 148: Sand Painting	Create a progressive sand painting showing progress toward a goal.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
10	p. 144: Students choose Next Steps to complete a goal in the Job area.	Choose and work on activities to complete a goal in the Job area.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Complete the development of a career plan that would permit eventual entry into a career option of their choosing.
10	pp. 141-156: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
10	pp. 141-156: Choosing Next Steps.	Prioritize a number of possible activities toward goal completion. Choose one activity to be completed in a week. Choose criteria for activity completion.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.
10	p. 144: Complete Next Step Worksheet	Break down activities into smaller logical sequential steps that will lead to achievement of an activity.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.
11	p. 160: Students complete a Job goal.	Meet standard for goal completion and complete a Job goal.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Complete the development of a career plan that would permit eventual entry into a career option of their choosing.
11	pp. 157-162: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
11	p. 158: Share progress toward completion of Next Step.	Give and receive constructive criticism regarding activity completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
11	p. 159: Students share their Next Steps	Speak to class and small groups and share progress in accomplishing Next Steps. Listen to and incorporate feedback from class members.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation.
12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Write monologues and scenes to communicate ideas and feelings.
12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Enact experiences through pantomime, improvisation, play writing, and script analysis.
12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
12	p. 168-169: Complete student plan sheet for Education and Training goal.	Choose a goal based on recorded hopes and dreams, and likes and dislikes.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Dance - Students will know how to access dance and dance-related materials from libraries, resource centers, museums, studios and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.	p. 14: Know about educational requirements of dance-related careers.
12	p. 170: Vocational Representatives - research various vocational training programs and career options	Research various career options including training cost, length of program, and job placement options upon completion.	CDOS 2 - Integrated Learning	Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	p. 5: Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.
12	pp. 176-177: Education and Training Goal B.	Select vocational training that relates to a variety of occupational opportunities.	CDOS 2 - Integrated Learning	Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	p. 5: Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.
12	p. 171: Been There - Doin' That (panel discussion with college students)	Participate in a discussion about college.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
12	pp. 168-169: Work on an Education and Training Goal	Choose an Education and Training goal, choose and work on an activity and monitor progress and next steps for improvement.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
12	pp. 163-182: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
12	p. 168: Choose Education and Training goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Education and Training goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
12	pp. 168-169: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.
12	p. 170: Jammin' Alternatives - writing activity	Use the literary form of rap lyrics to write and present a rap about the alternative ways to finish high school.	ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.
12	pp. 174-181: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.
12	p. 171: Been There - Doin' That (panel discussion with college students)	Prepare interview questions and engage in question and answer session with a panel of college students.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
12	pp. 166-169: Education and Training Goals	Choose activities based on education and training goals. Develop a plan and monitor progress.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Physical Education - Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.	p. 18: Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.
13	p. 189: My Life Activity	Create a collage depicting the student's personal life activities and interests.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
13	pp. 185-188: Work on Personal Life Goal A.	Explore new ways to use leisure time.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Dance - Students will know how to access dance and dance-related materials from libraries, resource centers, museums, studios and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.	p. 14: Know about regional performance venues which present dance and how to purchase tickets and access information about events.
13	pp. 185-188: Work on Personal Life Goal A.	Choose activities related to exploring new ways to use leisure time. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Music - Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.	p. 14: Participate as a discriminating member of an audience when listening to performances from a variety of genres, forms, and styles.
13	pp. 185-188: Work on Personal Life Goal A.	Choose activities related to exploring new ways to use leisure time. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Theatre - Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.	p. 15: Visit local theatrical institutions and attend theatrical performances in their school and community as an individual and part of a group.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
13	p. 188-189: Mini Workshops - presentation about personal activity, interest or talent	Present 5- to 10-minute talk about activity, interest or talent to class.	CDOS 3a - Universal Foundation Skills	Interpersonal Skills - Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.	p. 15: Communicates effectively and help others to learn a new skill.
13	pp. 187-188: Work on a Personal Life Goal	Choose a Personal Life goal, choose and work on an activity and monitor progress and next steps for improvement.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
13	pp. 183-202: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
13	p. 187: Choose Personal Life goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Personal Life goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
13	pp. 188-189: Mini Workshop - plan and present information about a personal activity, talent or interest.	Speak to the class about a personal activity, talent or interest.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Present a controlling idea that conveys an individual perspective and insight into the topic.
13	pp. 187-188: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
13	pp. 192-199: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.
13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Health Education - Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.	p. 6: Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.
13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Home Economics - Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	p. 7: Adjust their own diet to accommodate changing levels of activity or to meet their nutritional needs throughout the life cycle.
13 297	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Home Economics - Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	p. 7: Take reasoned action toward reaching personal health goals.
13	pp. 186-188: Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Home Economics - Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	p. 7: Take reasoned action toward reaching personal health goals.

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13	pp. 186-188: Personal Life Goal C	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Physical Education - Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.	p. 6: Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs.
13	pp. 186-188: Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Health Education - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	p. 12: Evaluate personal and social skills which contribute to health and safety of self and others.
13	pp. 186-188: Personal Life Goal B	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Physical Education - Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.	p. 12: Demonstrate responsible personal and social behavior while engaged in physical activities.
13	pp. 186-188: Personal Life Goal C	Choose activities related to the goal of improving physical, mental or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Physical Education - Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.	p. 12: Accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity.
13	p. 185: Alternate Activity	Group brainstorm to find activities that could relate to the following goals: using leisure time, getting along with others, and improving physical, mental, or spiritual health. Discuss how activities relate to one or more goal.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.

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13	pp. 186-188: Set and achieve Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).
14	pp. 204-206: Work on Living on Your Own Goal B	Learn more about community resources including recreational and cultural events.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Dance - Students will know how to access dance and dance-related materials from libraries, resource centers, museums, studios and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.	p. 14: Know about regional performance venues which present dance and how to purchase tickets and access information about events.
14	pp. 204-206: Work on Living on Your Own Goal B	Choose activities related to learning more about community resources including recreational and cultural events. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Music - Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.	p. 14: Participate as a discriminating member of an audience when listening to performances from a variety of genres, forms, and styles.
14	pp. 204-206: Work on Living on Your Own Goal B	Choose activities related to learning more about community resources including recreational and cultural events. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Theatre - Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.	p. 15: Visit local theatrical institutions and attend theatrical performances in their school and community as an individual and part of a group.

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14	p. 209: Hey, Wait a Minute! - research and letter to representative	Research a social issue and write letter to local or state representative to argue for a specific solution. Class discussion about student reactions to the experience.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
14	pp. 207-208: Been There - Doin' That (panel of people living on their own)	Participate in a discussion about living on your own.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
14	p. 207: Apartment Search	Determine allocation of resources while researching local apartment housing options.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
14	p. 207: How Are We Getting There?	Determine allocation of resources while planning a trip using public transportation.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
14	p. 208: Searching for Wheels	Determine allocation of resources while investigating personal transportation options.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
14	pp. 208-209: Personal Finance	Determine allocation of financial resources while learning about different bank accounts, writing checks and other financial matters.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
14	pp. 205-206: Work on a Living on Your Own Goal	Choose a Living on Your Own goal, choose and work on an activity and monitor progress and next steps for improvement.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.

NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL FROM THE 1996 REVISED EDITIONS.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	pp. 203-220: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
14	p. 209: Hey, Wait a Minute! - research and letter to representative	Research a social issue and write letter to local or state representative to argue for a specific solution. Class discussion about student reactions to the experience.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.
14	p. 209: Hey, Wait a Minute - Reading various sources of information about a community issue.	Analyze information from a variety of sources and form an opinion about a community issue.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses.
14	p. 205: Choose Living On Your Own goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Living On Your Own goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
14	p. 207: Apartment Search - housing research activity	Read about local apartment housing options, visit apartments to learn more information and engage in group discussion about features and differences of housing options.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
14	p. 207: How are we getting there? - research public transit options	Read public transit information and determine the best route and schedule a trip.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	p. 208: Searching for Wheels - research personal auto costs	Read newspaper auto ads. Gather verbal information from auto dealers and insurance companies. Determine advantages and disadvantages of owning a car.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
14	p. 208-209: Personal Finance - research banking information	Listen to presentation about banking services. Engage in group discussion about various types of banking services and relative value for different potential customers.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
14	p. 209: Hey, Wait a Minute - social concern activity	Write a letter to a local or state representative relaying personal perspective on the solution to a social concern.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Present a controlling idea that conveys an individual perspective and insight into the topic.
14	pp. 205-206: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.
14	p. 209: Hey, Wait a Minute - research a social issue	Read information from various sources about a social issue. Analyze the material to develop potential solutions.	ELA 3 - Language for Critical Analysis and Evaluation	Listening and Reading - Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.	p. 12: Analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	p. 209: Hey, Wait a Minute - write about social issue	Write a letter to a local or state representative presenting an analysis of a potential solution(s) to a social issue.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.
14	pp. 211-218: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.
14	pp. 207-208: Been There - Doin' That (panel discussion with people already living on their own) -	Prepare interview questions and engage in question and answer session with a panel of people living on their own.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.
14	p. 209: Hey, Wait a Minute! - social issue activity	Recognize hazardous condition in the community and research the social impact. Write a letter to a local or state representative proposing a solution to the problem.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Health Education - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	p. 12: Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them.
14	pp. 205-206: Goal A - Living on Your Own	Choose activities related to the goal of living on your own. Develop a plan for goal completion and monitor progress.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Home Economics - Students will know the basic principals of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	p. 13: Apply housing principles (e.g., design and safety) to meet the needs of family members of all ages and abilities.
14	p. 207: Apartment Search	Research local apartment housing options and evaluate based on family needs.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Home Economics - Students will know the basic principals of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	p. 13: Apply housing principles (e.g., design and safety) to meet the needs of family members of all ages and abilities.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	pp. 205-206: Goal A - Living on Your Own	Choose activities related to living on your own. Develop a plan for goal completion and monitor progress.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Home Economics - Students will know the basic principals of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	p. 13: Understand essential requirements for selecting and maintaining a home.
14	p. 207: Apartment Search	Research local apartment housing options and evaluate based on family needs.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Home Economics - Students will know the basic principals of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	p. 13: Understand essential requirements for selecting and maintaining a home.
14	pp. 205-206: Work on Living on Your Own Goal B.	Choose activities related to the goal of learning how to use community resources. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Health Education - Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	p. 18: Demonstrate the ability to access community health services for self and others.
14	p. 209: Hey, Wait a Minute! - social issue activity	Demonstrate advocacy skills by researching a social issue and writing a letter to a local or state representative proposing a solution to the problem.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Health Education - Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	p. 18: Demonstrate advocacy skills in promoting individual, family and community health.
14	pp. 205-206: Work on Living on Your Own Goal C.	Choose activities related to the goal of learning how to be a good citizen. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Health Education - Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	p. 18: Demonstrate advocacy skills in promoting individual, family and community health.
14	pp. 204-206: Choose a Living on Your Own Goal.	Choose an activity related to living on your own. Work on activity and monitor progress.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	p. 207: Apartment Search	Understand the basics of budgeting for housing costs.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.
14	p. 208: Searching for Wheels	Understand the basics of budgeting for transportation costs.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.
14	pp. 208-209: Personal Finance	Understand the basics of budgeting and how to use banking services.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.
14	pp. 211-212: Living on Your Own Goal A, Activity 8	Learn how to develop a budget.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	p. 207: How Are We Getting There?	Use problem solving and time management skills to plan a trip on public transportation.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to mange personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).
15	p. 226: Role play a transition planning meeting.	Give and receive feedback about transition plans and progress.	CDOS 3a - Universal Foundation Skills	Interpersonal Skills - Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.	p. 15: Communicates effectively and help others to learn a new skill.
15	pp. 225-226: Input from participants in role play and transition planning meetings.	Listen and incorporate input from participants into transition plan.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
15	pp. 226-227: Review materials needed for the transition meeting.	Plan and prepare for transition meeting presentation.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
15	p. 223: Video vignette and discussion	Engage in group discussion about video content.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
15	p. 226: Role Play and Conduct a Transition Planning Meeting	Conduct a transition planning meeting including greeting participants, delivering a welcoming statement, introducing participants, sharing goals and accomplishments, listening to participant input, and delivering a closing statement.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.
15	p. 227: Creating Invitations to Meeting	Create written invitations to attend personal planning meeting.	ELA 4 - Language for Social Interaction	Reading and Writing - Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.	p. 16: Use a variety of print and electronic forms for social communication with peers and adults.

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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
16	p. 231: Group problem solve to help others identify ways to overcome obstacles in goal completion.	Give and receive feedback about strategies to overcome obstacles to goal completion.	CDOS 3a - Universal Foundation Skills	Interpersonal Skills - Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.	p. 15: Communicates effectively and help others to learn a new skill.
16	pp. 231-232: Completing the "What's Next?" worksheet.	Identify needed assistance and potential resources to overcome obstacles and continue follow-through work on goals.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
16	pp. 229-234: Problem solve plan implementation.	Recognize obstacles to goal completion and develop steps to solve problem or work around obstacles.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.
16	p. 230: Video vignette and discussion	Engage in group discussion about video content.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
16	p. 232: Celebrating accomplishments	Speak to class and share individual curriculum accomplishments.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD

LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Write monologues and scenes to communicate ideas and feelings.	8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.
			12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.
		p. 7: Enact experiences through pantomime, improvisation, play writing, and script analysis.	8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.
			12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.
		p. 7: Use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings.	5	p. 73: Activity 2	Act our skills that students do and don't do well.
			8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.
			9	p. 130: Next Steppin' Charades	Act out Next Step activities.
			12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.

NOTE: ALL STANDARDS ARE "COMMENCEMENT GENERAL EDUCATION" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.	3	p. 50: Activity 3	Create a collage representing likes and dislikes.
			3	p. 51: Transition Planners	Create a personalized Transition Planner (portfolio).
			4	pp. 61-62: Tip - Create Hopes & Dreams Wall	Create a mural on the classroom wall to illustrate hopes and dreams.
			5	pp. 75-76: Focusing on the Talents	Use pencil, crayon and paint on paper to illustrate what students do well and don't do well.
			8	p. 110: Secret Message Activity	Create a pencil and paint work depicting skills the student wants to learn or improve.
			10	p. 148: Sand Painting	Create a progressive sand painting showing progress toward a goal.
			13	p. 189: My Life Activity	Create a collage depicting the student's personal life activities and interests.
Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Dance - Students will know how to access dance and dance-related materials from libraries, resource centers, museums, studios and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.	p. 14: Know about regional performance venues which present dance and how to purchase tickets and access information about events.	14	pp. 204-206: Work on Living on Your Own Goal B	Learn more about community resources including recreational and cultural events.
			13	pp. 185-188: Work on Personal Life Goal A.	Explore new ways to use leisure time.
		p. 14: Know about educational requirements of dance-related careers.	12	p. 168-169: Complete student plan sheet for Education and Training goal.	Choose a goal based on recorded hopes and dreams, and likes and dislikes.

NOTE: ALL STANDARDS ARE "COMMENCEMENT GENERAL EDUCATION" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Music - Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.	p. 14: Participate as a discriminating member of an audience when listening to performances from a variety of genres, forms, and styles.	14	pp. 204-206: Work on Living on Your Own Goal B	Choose activities related to learning more about community resources including recreational and cultural events. Develop a plan for goal completion and monitor progress.
			13	pp. 185-188: Work on Personal Life Goal A.	Choose activities related to exploring new ways to use leisure time. Develop a plan for goal completion and monitor progress.
		p. 14: Understand a broad range of career opportunities in the field of music, including those involved with funding, producing, and marketing musical events.	9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.
Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Theatre - Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.	p. 15: Visit local theatrical institutions and attend theatrical performances in their school and community as an individual and part of a group.	14	pp. 204-206: Work on Living on Your Own Goal B	Choose activities related to learning more about community resources including recreational and cultural events. Develop a plan for goal completion and monitor progress.
			13	pp. 185-188: Work on Personal Life Goal A.	Choose activities related to exploring new ways to use leisure time. Develop a plan for goal completion and monitor progress.
		p. 15: Understand a broad range of vocations/avocations in performing, producing, and promoting theatre.	9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.

NOTE: ALL STANDARDS ARE "COMMENCEMENT GENERAL EDUCATION" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job applications, mock job interviews, and job shadowing to learn about careers in the arts.
Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Visual Arts - Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate material (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	p. 15: Understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art (d).	9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.
			9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job applications and job interviews, and job shadowing to learn about careers in the arts.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Complete the development of a career plan that would permit eventual entry into a career option of their choosing.	9	pp. 119-126: Develop a Jobs Student Plan Sheet.	Choose a goal that matches interests and skills and develop a plan for completing the chosen goal.
			10	p. 144: Students choose Next Steps to complete a goal in the Job area.	Choose and work on activities to complete a goal in the Job area.
			11	p. 160: Students complete a Job goal.	Meet standard for goal completion and complete a Job goal.
		p. 3: Apply decision-making skills in the selection of a career option of strong personal interest.	9	pp. 120-126: Students choose a goal in the Job area.	Select a goal in the Job area based on outcomes from self-exploration and self-evaluation activities and amount of job experience.
		p. 3: Analyze skills and abilities required in a career option and relate them to their own skills and abilities.	9	p. 130: Job Goal Suggestions (enhancement activities)	Explore various job requirements and relate their strengths to justify why they would be good at the job and also relate what they need to learn or do better in order to obtain job.
			9	p. 128: Want Ad Scavenger Hunt - job research and analysis	Research various jobs found in newspaper and identify existing or needed skills to be qualified for that job.
			9	pp. 133-140: Students present evidence of meeting standards for Job goal completion.	Present and understand the relationship between the requirements of a job and their own skills and abilities.
CDOS 2 - Integrated Learning	Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	p. 5: Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.	9	p. 130: Job Goal Suggestions (enhancement activities)	Interview employers about skills required and related to academic need.
			12	p. 170: Vocational Representatives - research various vocational training programs and career options	Research various career options including training cost, length of program, and job placement options upon completion.
			12	pp. 176-177: Education and Training Goal B.	Select vocational training that relates to a variety of occupational opportunities.
		p. 5: Research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.	9	pp. 133-140: Present evidence of meeting Job goal standards.	Develop work samples, reports, and other items to include in their goal completion presentation. Identify the relationship between different types of skills required for jobs/careers explored, sampled and selected.

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LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.	1	p. 29: Panel of former students.	Participate in a discussion about transition issues.
			4	p. 62: Interview support person about their hopes and dreams.	Interview an adult support person.
			9	p. 127: Punctuality Counts - mock court or debate option	Read case study and listen to opponent's argument. Analyze information in order to present verbal defense of position.
			9	p. 130: Job Goal Suggestions	Participate in a mock job interview.
			12	p. 171: Been There - Doin' That (panel discussion with college students)	Participate in a discussion about college.
			14	p. 209: Hey, Wait a Minute! - research and letter to representative	Research a social issue and write letter to local or state representative to argue for a specific solution. Class discussion about student reactions to the experience.
			14	pp. 207-208: Been There - Doin' That (panel of people living on their own)	Participate in a discussion about living on your own.
CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.	8	pp. 103-106: Processing the TSI	Identify personal strengths and areas for improvement. Evaluate discrepancies among various TSI respondents.
			8	pp. 105-107: Understand TSI profile report.	Learn strategies to improve or work around skill deficits.
			8	p. 110: Problem solving for skills deficits.	Develop strategies to cope with skills deficits.
			9	p. 127: Punctuality Counts - mock court or debate	Read case study and listen to opponent's argument. Analyze information in order to present verbal defense of position.
			10	pp. 141-156: Choosing Next Steps.	Prioritize a number of possible activities toward goal completion. Choose one activity to be completed in a week. Choose criteria for activity completion.
			14	p. 209: Hey, Wait a Minute! - research and letter to representative	Research a social issue and write letter to local or state representative to argue for a specific solution. Class discussion about student reactions to the experience.

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STANDARD	STANDARD DETAIL	PERFORMANCE	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			16	pp. 229-234: Problem solve plan implementation.	Recognize obstacles to goal completion and develop steps to solve problem or work around obstacles.
CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.	8	p. 103: Discussing discrepancies in TSI profile report.	Listen and understand discrepancies in ratings of skills between self-assessment and assessments completed by others.
			9	pp. 117-140: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			10	pp. 141-156: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			11	pp. 157-162: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			11	p. 158: Share progress toward completion of Next Step.	Give and receive constructive criticism regarding activity completion.
			12	pp. 163-182: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			13	pp. 183-202: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			14	pp. 203-220: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			15	pp. 225-226: Input from participants in role play and transition planning meetings.	Listen and incorporate input from participants into transition plan
			15	pp. 226-227: Review materials needed for the transition meeting.	Plan and prepare for transition meeting presentation.
			16	pp. 231-232: Completing the "What's Next?" worksheet.	Identify needed assistance and potential resources to overcome obstacles and continue follow-through work on goals.
CDOS 3a - Universal Foundation Skills	Interpersonal Skills - Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.	p. 15: Communicates effectively and help others to learn a new skill.	8	p. 107: Group problem solve to identify ways others might improve or work around a skill.	Assist others in developing ways to improve skills.

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LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			13	p. 188-189: Mini Workshops - presentation about personal activity, interest or talent	Present 5- to 10-minute talk about activity, interest or talent to class.
			15	p. 226: Role play a transition planning meeting.	Give and receive feedback about transition plans and progress.
			16	p. 231: Group problem solve to help others identify ways to overcome obstacles in goal completion.	Give and receive feedback about strategies to overcome obstacles to goal completion.
CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.	9	pp. 120-126: Work on a Jobs Goal	Choose a Jobs goal, choose and work on an activity and monitor progress and next steps for improvement.
			9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.
			12	pp. 168-169: Work on an Education and Training Goal	Choose an Education and Training goal, choose and work on an activity and monitor progress and next steps for improvement.
			13	pp. 187-188: Work on a Personal Life Goal	Choose a Personal Life goal, choose and work on an activity and monitor progress and next steps for improvement.
			14	p. 207: Apartment Search	Determine allocation of resources while researching local apartment housing options.
			14	p. 207: How Are We Getting There?	Determine allocation of resources while planning a trip using public transportation.
			14	p. 208: Searching for Wheels	Determine allocation of resources while investigating personal transportation options.
			14	pp. 208-209: Personal Finance	Determine allocation of financial resources while learning about different bank accounts, writing checks and other financial matters.
			14	pp. 205-206:Work on a Living on Your Own Goal	Choose a Living on Your Own goal, choose and work on an activity and monitor progress and next steps for improvement.

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STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses.	9	p. 128: Want Ad Scavenger Hunt - Reading want ads to understand jobs.	Interpret and analyze information in the newspaper to understand different jobs.
			14	p. 209: Hey, Wait a Minute - Reading various sources of information about a community issue.	Analyze information from a variety of sources and form an opinion about a community issue.
		p. 4: Synthesize information from diverse sources and identify complexities and discrepancies in the information.	8	p. 108: Skill Summary Sheet - Reading and understanding profile report and summarizing skills.	Read profile report, understand and interpret discrepancies from different sources, synthesize ratings and summarize strengths, and areas for improvement on summary sheet.
		p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.	4	pp. 61-62: Activity #2 - Creating and sorting dream cards.	Identify and prioritize hopes and dreams.
			6	pp. 81-82: Discussion on the topic of taking tests	Discuss and understand the differences between testing and self-evaluation.
			8	pp. 103-104: Looking for discrepancies among ratings.	Interpret ratings from multiple sources.
			9	pp. 122-123: Choose Jobs goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Jobs goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.
			12	p. 168: Choose Education and Training goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Education and Training goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.

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LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			13	p. 187: Choose Personal Life goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Personal Life goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.
			14	p. 205: Choose Living On Your Own goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Living On Your Own goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.
			14	p. 207: Apartment Search - housing research activity	Read about local apartment housing options, visit apartments to learn more information and engage in group discussion about features and differences of housing options.
			14	p. 207: How are we getting there? - research public transit options	Read public transit information and determine the best route and schedule a trip.
			14	p. 208: Searching for Wheels - research personal auto costs	Read newspaper auto ads. Gather verbal information from auto dealers and insurance companies. Determine advantages and disadvantages of owning a car.
			14	p. 208-209: Personal Finance - research banking information	Listen to presentation about banking services. Engage in group discussion about various types of banking services and relative value for different potential customers.
ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Present a controlling idea that conveys an individual perspective and insight into the topic.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present and discuss proposed solution to case study scenario using a mock court or debate presentation format.

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LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			13	pp. 188-189: Mini Workshop - plan and present information about a personal activity, talent or interest.	Speak to the class about a personal activity, talent or interest.
			14	p. 209: Hey, Wait a Minute - social concern activity	Write a letter to a local or state representative relaying personal perspective on the solution to a social concern.
		p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.	8	pp. 104-106: Identify Skills that are Strengths	Compare and contrast skills to identify strengths and areas for needed personal development.
			9	pp. 119-126: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.
			10	p. 144: Complete Next Step Worksheet	Break down activities into smaller logical sequential steps that will lead to achievement of an activity.
			12	pp. 168-169: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.
			13	pp. 187-188: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.
			14	pp. 205-206: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.
		p. 4: Support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present argument and related evidence about proposed solution to case study scenario in mock court or debate activity.
ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.	1	p. 30: Haiku Plans - writing activity	Use the literary form of Haiku poetry to write about the importance of planning for the future.
			4	p. 63: Futuristic Poetry - writing activity	Use the literary form of writing poetry in couplets to write about hopes and dreams.

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STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			8	p. 109: Character Improvisation Skits - writing activity	Use the literary form of short story to write and read aloud / act out a short story based on a personal strength.
			8	pp. 109-110: Acrostic Poem - writing activity	Use the literary form of acrostic poetry to write about a personal strength.
			12	p. 170: Jammin' Alternatives - writing activity	Use the literary form of rap lyrics to write and present a rap about the alternative ways to finish high school.
ELA 3 - Language for Critical Analysis and Evaluation	Listening and Reading - Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.	p. 12: Analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism.	14	p. 209: Hey, Wait a Minute - research a social issue	Read information from various sources about a social issue. Analyze the material to develop potential solutions.
ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	In a mock court or debate setting, present rationale for proposed solution to case study scenario.
			14	p. 209: Hey, Wait a Minute - write about social issue	Write a letter to a local or state representative presenting an analysis of a potential solution(s) to a social issue.
			9	pp. 133-140: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.
			12	pp. 174-181: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.
			13	pp. 192-199: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.

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STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			14	pp. 211-218: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.
		p. 12: Make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present details and evidence from the case study to persuade the group to adopt a specific solution.
		p. 12: Monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	In a mock court or debate setting, adjust one's oral presentation in order to respond to opponent's presentation.
		p. 12: Use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Use debate skills in a formal debate or mock court setting.
ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.	1	pp. 23-24: Overview video and discussion	Engage in group discussion about video content and components of transition planning process.
			2	pp. 36: Video vignette and discussion	Engage in group discussion about video content.
			3	pp. 48-49: Video vignette and discussion	Engage in group discussion about video content.
			3	p. 50: How likes and dislikes can be used in transition planning	Engage in discussion of relationship between likes and dislikes and choices in four transition planning areas.
			5	pp. 73-74: Discussion of relationship of strengths and weaknesses to transition planning	Engage in group discussion about relationship between transition planning and the things one does well and does not do well.
			6	p. 81: Video vignette and discussion	Engage in group discussion about video content.
			9	p. 119: Video vignette and discussion	Engage in group discussion about video content.
			9	p. 127: Punctuality Counts (discussion) - case study scenario	Engage in group discussion about case study scenario.
			9	pp. 128-129: What Do I Do? - job skills discussion	Engage in individual conversations about job related skills and activities.

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STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			15	p. 223: Video vignette and discussion	Engage in group discussion about video content.
			16	p. 230: Video vignette and discussion	Engage in group discussion about video content.
		p. 16: Express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation.	8	p. 105: Celebrating strengths	Speak to class and share individual strengths. Listen for feedback from class members about additional strengths.
			11	p. 159: Students share their Next Steps	Speak to class and small groups and share progress in accomplishing Next Steps. Listen to and incorporate feedback from class members.
			16	p. 232: Celebrating accomplishments	Speak to class and share individual curriculum accomplishments.
		p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.	1	p. 29: Panel of Former Students	Prepare interview questions and engage in question and answer session with peer group panel.
			4	p. 62: Interview Support Person about Hopes and Dreams	Individually interview an adult and engage in class discussion about interview results.
			9	p. 130: Job Goal Suggestions (Job shadow, mock interviews, etc.)	Listen to employer presentations, participate in mock job interviews, and talk with an adult in a job shadow setting.
			12	p. 171: Been There - Doin' That (panel discussion with college students)	Prepare interview questions and engage in question and answer session with a panel of college students.
			14	pp. 207-208: Been There - Doin' That (panel discussion with people already living on their own) -	Prepare interview questions and engage in question and answer session with a panel of people living on their own.
			15	p. 226: Role Play and Conduct a Transition Planning Meeting	Conduct a transition planning meeting including greeting participants, delivering a welcoming statement, introducing participants, sharing goals and accomplishments, listening to participant input, and delivering a closing statement.

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STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
ELA 4 - Language for Social Interaction	Reading and Writing - Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.	p. 16: Use a variety of print and electronic forms for social communication with peers and adults.	2	pp. 37-38: Profile Activity	Read paragraphs and write down answers to questions in small groups, and share answers with other class members.
			15	p. 227: Creating Invitations to Meeting	Create written invitations to attend personal planning meeting.

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STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Health Education - Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.	p. 6: Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.	13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Physical Education - Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.	p. 6: Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs.	13	pp. 186-188: Personal Life Goal C	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Home Economics - Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	p. 7: Adjust their own diet to accommodate changing levels of activity or to meet their nutritional needs throughout the life cycle.	13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
		p. 7: Take reasoned action toward reaching personal health goals.	13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
			13	pp. 186-188: Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Health Education - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	p. 12: Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them.	14	p. 209: Hey, Wait a Minute! - social issue activity	Recognize hazardous condition in the community and research the social impact. Write a letter to a local or state representative proposing a solution to the problem.

NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
		p. 12: Evaluate personal and social skills which contribute to health and safety of self and others.	8	pp. 91-99: Complete TSI Ratings	Rate self on personal and social skills.
			9	pp. 104-106: Understand TSI Ratings	Identify strengths and weakness related to personal and social skills.
			13	pp. 186-188: Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Physical Education - Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.	p. 12: Demonstrate responsible personal and social behavior while engaged in physical activities.	13	pp. 186-188: Personal Life Goal B	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.
		p. 12: Accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity.	13	pp. 186-188: Personal Life Goal C	Choose activities related to the goal of improving physical, mental or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Home Economics - Students will know the basic principals of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	p. 13: Apply housing principles (e.g., design and safety) to meet the needs of family members of all ages and abilities.	14	pp. 205-206: Goal A - Living on Your Own	Choose activities related to the goal of living on your own. Develop a plan for goal completion and monitor progress.
			14	p. 207: Apartment Search	Research local apartment housing options and evaluate based on family needs.

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LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
		p. 13: Understand essential requirements for selecting and maintaining a home.	14	pp. 205-206: Goal A - Living on Your Own	Choose activities related to living on your own. Develop a plan for goal completion and monitor progress.
			14	p. 207: Apartment Search	Research local apartment housing options and evaluate based on family needs.
Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Health Education - Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	p. 18: Demonstrate the ability to access community health services for self and others.	14	pp. 205-206: Work on Living on Your Own Goal B.	Choose activities related to the goal of learning how to use community resources. Develop a plan for goal completion, implement plan, record progress toward goal completion.
		p. 18: Demonstrate advocacy skills in promoting individual, family and community health.	14	p. 209: Hey, Wait a Minute! - social issue activity	Demonstrate advocacy skills by researching a social issue and writing a letter to a local or state representative proposing a solution to the problem.
			14	pp. 205-206: Work on Living on Your Own Goal C.	Choose activities related to the goal of learning how to be a good citizen. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Physical Education - Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.	p. 18: Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.	9	pp. 120-126: Goal A - Research Jobs	Choose activities related to Education and Training goals. Develop a plan and monitor progress.
			12	pp. 166-169: Education and Training Goals	Choose activities based on education and training goals. Develop a plan and monitor progress.

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STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to menge personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.				
		p. 19: Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.	9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.
			13	p. 185: Alternate Activity	Group brainstorm to find activities that could relate to the following goals: using leisure time, getting along with others, and improving physical, mental, or spiritual health. Discuss how activities relate to one or more goal.
			14	pp. 204-206: Choose a Living on Your Own Goal.	Choose an activity related to living on your own. Work on activity and monitor progress.
		p. 19: Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.	14	p. 207: Apartment Search	Understand the basics of budgeting for housing costs.
			14	p. 208: Searching for Wheels	Understand the basics of budgeting for transportation costs.
			14	pp. 208-209: Personal Finance	Understand the basics of budgeting and how to use banking services.
			14	pp. 211-212: Living on Your Own Goal A, Activity 8	Learn how to develop a budget.
		p. 19: Analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals.	9	pp. 119-126: Develop a Jobs Goal Student Plan Sheet.	Choose a goal in the Jobs goal area that matches students' interests and skills and develop a plan for completing the chosen goal.

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LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION - MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
		p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).	9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.
			9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job interviews, and job shadowing.
			9	pp. 120-126: Work on a Jobs Goal	Choose a Jobs goal. Choose and work on an activity and monitor progress and next steps for improvement.
			13	pp. 186-188: Set and achieve Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.
			14	p. 207: How Are We Getting There?	Use problem solving and time management skills to plan a trip on public transportation.

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